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ABSTRACT

This guide book contains teaching units for infusing career education in grades 7 through 12. Teaching units are included for topics in the following subject areas: English, foreign languages, civics, American History, science, special education, occupational home economics, and art. Each unit follows a typical format that includes the following parts: subject, topic, goal, student objective, activities, resources, student evaluation, and student handouts where appropriate. (LRA)

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ED190854

Teaching Units Infusing Career Education 7-12

PART I

PULASKI COUNTY SPECIAL SCHOOL DISTRICT
LITTLE ROCK, ARKANSAS
1980

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CE 026 398

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This material is made available to Arkansas teachers by the State Department of Education as an example of the infusion concept.

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Don Roberts, Director

Little Rock, Arkansas

1980

INTRODUCTION

The teachings selected for this booklet were written by teachers during participation in a workshop, Staff Training Program for Infusement Into the Public School Curriculum, led by LaVerne Kuehn, Career Education Specialist for Pulaski County Special School District. The University of Central Arkansas offered graduate credit to participants.

Four workshops were conducted with 168 teachers K-12 attending. Units selected for dissemination by the Career Education Office of the State Department of Education are for grades 7-12 subject matter teachers.

Secondary teachers participating in the workshops and making contributions are:

Allen, Nell
Anderson, Christina
Anthony, Tommie Sue
Bennett, Ronald
Bluefer, Gloria
Bowers, Tracy
Bowman, Bob
Brannon, Barbara
Bridges, Mary A.
Brown, Lee
Browne, Cheryl
Browning, Dana
Browning, Keith
Chase, Betty
Coleman, Sarah
Cowling, Olive
Cummins, Paula
Davidson, Pat
Dedman, John
DeLaney, Mary Anne
Douglas, Freddie
Ferguson, Annie
Forte, Bevelyn
Gary, Norma Jean
Glass, Pat
Hadley, Carrie
Hatton, Mignon
Henderson, Juanita
Herring, Harrel
Higgins, Kay
Howell, Debbie
Hunter, Linda Kay
Irving, Jim
Jessup, Rebecca
Jones, Eunice
Jones, Leroy
Jones, Robert
Jones, Thelma
King, Catherine
Kroskey, James
Lovett, Louise
Mahone, Linda
Malham, Mike
McDaniel, Geneva
Mitchell, Suzanne
Moore, Marcus
Moore, Ross
Moore, Willie
Moory, Ida Lou
Mosley, Joanna
Newkirk, Frankie
Orne, Laura
Owens, Billy
Petry, George
Price, Wilma
Provin, Carole
Pruitt, Mary
Purvis, Joyce
Puryear, Phyllis
Rew, Diana
Reynolds, Bobby
Rhodes, Barbara Ellen
Smith, Florence
Stout, Jane
Taylor, Barbara
Taylor, Joseph
Terry, Luvada
Thompson, Orville
Tiner, Bobby
Tollette, Sanford
Tucker, Helen
Vaughan, Debbie
Weems, Emma
Whatley, Martha
White, Kelly
Williams, Beverly
Williams, Earlean
Wilson, Marianne

SUBJECT: English LEVEL: 7-8

TOPIC: Procedures for Seeking a Job

GOAL: To introduce students to various sources of employment information, and to stress the importance of communication, written or oral, in any career.

STUDENT OBJECTIVE: Students will learn the correct method for making oral contacts (business telephone calls) and written contacts (business letters/newspaper ads) when seeking employment. Understand abbreviations/symbols used in want ads.

ACTIVITIES	RESOURCE
The student will:	
1. discuss reading and understanding the classified advertising section of a newspaper.	Pathways to Careers, Karlin and Morton
2. read the "Help Wanted" ads in the ARKANSAS DEMOCRAT, ARKANSAS GAZETTE, JACKSONVILLE DAILY NEWS and list all jobs available in his/her chosen career field.	Career Orientation Guide, State Dept. of Education
3. compile a list of abbreviations used in the "Help Wanted" ads, give their meaning and why they are used.	Telephone Directory: Southwestern Bell Telephone Company, General Telephone Company
4. choose a help wanted ad that requires a written response, and write a letter of application.	Cassettes and Booklets:
5. choose one help wanted ad that requires a telephone response, decide what information he/she might have to give and participate in a mock business telephone call with another student.	"The Newspaper," Media Materials "Walking Carefully Through the Yellow Pages," Media Materials "Reading the Help-Wanted Ads," Media Materials "White Pages of the Telephone Directory," Media Materials
6. discuss the skills that various jobs in the help wanted ads might require.	
7. make a list of all employment agencies in the community that can be used as a means of seeking a job.	Filmstrips: "Job Hunting: Where to Begin" Guidance Associates "What Good is School?" SVE
8. write a situation wanted ad, giving the type of position wanted, qualifications and experience.	
9. learn the meaning of the following terms: abbreviations, business letter, telephone call, employment agency, open blind, agency ads, qualifications, white pages, and yellow pages.	Newspapers: ARKANSAS DEMOCRAT ARKANSAS GAZETTE JACKSONVILLE DAILY NEWS

EVALUATION:
Students will be evaluated on their ability to successfully complete all activities.

ACTIVITIES	RESOURCE
10. learn the mechanics of grammar, capitalization, punctuation and spelling, as a prerequisite for success in any career. 11. advertise the services he/she has to contribute to the world of work. 12. show what jobs are available, where and how one can locate them. (Students may refer to #2 for aid or information.) 13. learn to increase his/her options for career choices.	

SUBJECT: English LEVEL: 7-8

TOPIC: The Newspaper

GOAL: This unit is designed to help students use the newspaper correctly by locating and utilizing sections of the newspaper which will aid them in career awareness.

STUDENT OBJECTIVE: Students will select jobs suitable to their levels of experience, determine the salary, location, basic requirements of the job, and explain why he/she feels that career would be best for him/her.

ACTIVITIES	RESOURCE
The student will: 1. talk with Mary Jane Bullock, resource person from the ARKANSAS GAZETTE, who will introduce the unit. 2. have a copy of the ARKANSAS GAZETTE each day for the duration of this unit. 3. choose three job clusters and keep a list of positive/negative factors of the career areas as they read them. 4. select two jobs from the classified ads, he/she would qualify for, cut the ads out, tape them to paper, indicate in writing which one he/she would apply for and why. 5. cut out ads for blue collar and white collar jobs. Compare the two. 6. select a specific job he/she is interested in, clip all classified ads on that job for a two week period. 7. Locate these items in the "Help Wanted" section of the newspaper: a permanent job, a temporary job, part-time job, a job requiring no experience, a job requiring specialized training and one requiring a college degree or more. 8. write a resume that includes the following information: background, personal objectives, job experience, education, address, age, marital status and telephone number.	Newspaper: ARKANSAS GAZETTE Resource Person: Mary Jane Bullock, ARKANSAS GAZETTE

EVALUATION:
The students will be graded according to their performance on six of eight activities in this unit.

SUBJECT: English LEVEL: 7-8

TOPIC: Preparing a Job Application and a Resume

GOAL: All students will learn how to fill out applications for employment, the importance of correct spelling, punctuation, when completing applications and writing a resume.

STUDENT OBJECTIVE: The student will attain functional skills in: writing a resume, applying for a Social Security card, the different ways of applying for a job, receiving and expressing ideas.

ACTIVITIES	RESOURCE
The student will: 1. be shown different types of application forms, and will discuss the information needed to complete each type accurately. Compare the applications for similarities/differences. 2. discuss the language skills used in completing applications for employment. 3. complete an application for employment. 4. check the applications, completed in #3 and discuss them as an employer would. Were the forms completed correctly and neatly? Was all of the information the employer requested given? Were the questions answered honestly? 5. discuss the importance of a resume and the information that should be included in a resume. 6. write a resume. Include the following information: personal data, education, previous employment, interests and hobbies, personal references. 7. discuss the Social Security system. What is the Social Security System? Why does the Federal government require all workers to own a Social Security card? How do you get a Social Security card? 8. fill out an application for a Social Security card.	Pathways to Careers, Karlin and Morton Career Orientation Guide, State Dept. of Education Cassettes and Student Booklets: "Completing a Job Application" Media Materials "Application Forms," Media Materials Cassette and Slide: "Filling Out a Job Application Form," Media Implementation Center Filmstrip: "The ABC's of Getting and Keeping a Job." Magazine: Career World, Vol. 4, No. 6, February 1976, "How to Fill Out Job Application Forms." Application for employment.

EVALUATION:

Students will be evaluated on their ability to successfully complete all activities.

SUBJECT: English LEVEL: 7-8

TOPIC: Job Interviews

GOAL: Stress the importance of punctuality, good manners, grooming, first impressions, listening, personal data, speaking distinctly and using good English during a job interview.

STUDENT OBJECTIVE: Students should consider the significance of self-confidence, interpersonal relationships and honesty during an interview.

ACTIVITIES	RESOURCE
The student will: 1. discuss the importance of good grooming, good manners, and a good first impression during an interview. 2. make a list of good and bad grooming habits for a job interview. 3. compile a list of good and bad manners for a job interview. 4. watch filmstrip on etiquette and job interviews. 5. discuss handouts (included). #1 - types of questions you can expect during the personal interview. Handout #2 - Do's and Dont's for Job Seekers. Handout #3 How You Can Make a Bad Impression Without Really Trying. 6. conduct a mock personal interview with another member of class. 7. simulate telephone interviews with other class members. 8. define: manners, grooming, values, goals, interview, etiquette, confidence, first impressions, bad impressions, personal interview, telephone interview.	Pathways to Careers, Karlin and Morton Career Orientation Guide, State Department of Education Filmstrips: "Your Job Interview" Franklin Clay "Etiquette: Smooth the Way." FOM Handout #1: Types of Questions You Can Expect During the Personal Interview. Handout #2: Do's and Don't's for Job Seekers Handout #3: How You Can Make A Bad Impression Without Really Trying

EVALUATION:
Students will be evaluated on their ability to successfully complete the activities.

Handout # 1:

TYPES OF QUESTIONS YOU CAN EXPECT DURING THE PERSONAL INTERVIEW

What are your future vocational plans?

How do you spend your spare time? What are your hobbies?

How interested are you in sports?

Why did you choose this field of work?

What subjects did you like best in school? Least? Why?

In what type of position are you interested?

What are your ideas on salary?

What do you know about our company?

Why do you think you would like this type of work?

What is your father's occupation? Mother's?

Are you looking for a permanent or temporary job?

Do you like to work with others or by yourself?

What kind of boss do you prefer?

Can you take instructions without getting or feeling upset?

Can you get recommendations from previous employers?

What interested you about our product or service?

How long do you expect to work?

Do you like routine work?

Do you like regular hours?

Do you attend church?

Do you like to travel?

Do you get along with others?

What types of books do you read?

Handout # 2

DO'S AND DON'TS FOR JOB SEEKERS

Do's:

Stress your qualifications for the job opening.
Recount experience you have had which would fit you for the job.
Talk and think about the future rather than the past.
Indicate good attendance record and safety experience.
Remember older employees are capable, dependable, trainable, and steady.
Learn ahead of time about the company and its products.
Assume an air of confidence.
Approach the employer with respectful dignity.
Try to be optimistic in your attitude.
Maintain your poise and self-control.
Try to overcome nervousness or shortness of breath.
Hold yourself erect.
Apply for a specific job or jobs.
Answer questions honestly and with straightforwardness.
Stress the contribution you can make to the enterprise.
Have available a list of former employers, time and period of service.
Apply for job in person.
Know the importance of getting along with people.
Recognize your limitations.
Make plenty of applications.
Indicate flexibility and readiness to learn.
Be well groomed and appropriately dressed.

Dont's:

Keep stressing your need for a job.
Discuss past experiences that have nothing to do with the job.
Apologize for your age.
Be untidy in dress.
Display "cocksureness."
Cringe or beg for consideration.
Speak with muffled voice or indistinctly.
Be one of those who can do anything.
Hedge in answering questions.
Express your ideas on compensation and hours early in the interview.
Hesitate to fill out application, give references, take physical or test.
Hang around, prolong interview, when it should be over.
Go to an interview without a record of your former work connections.
Arrive late and breathless for an interview.
Be a "know-it-all" or a person who cannot take instructions.
Depend upon telephone for your interview.

HOW YOU CAN MAKE A BAD IMPRESSION WITHOUT REALLY TRYING

Not certain what ones long range goals are.
Too much expected too fast.
Feet not on the ground.
Too much stress on security compared with opportunity.
Poor expression, either orally or written. Poor voice, diction and grammar.
Inability to sell yourself.
Poor personal appearance.
Overbearing, overaggressive, conceited, know-it-all.
Lack of planning for career... No purpose and goals.
Lack of interest and enthusiasm.
Lack of confidence and poise...nervousness...ill at ease.
Make excuses.
Lack maturity.
Lack of manners.
Sloppy application form.
No interest in company.
Lazy... Failure to look interviewer in eye.
Inability to take criticism.
Late to interview without a good reason.
Ask no questions about job.
Never heard of company.
Indefinite response to questions.
Failure to express appreciation for interviewer's time.
Little sense of humor.

SUBJECT: English LEVEL: 7-8

TOPIC: Job Applications and Interviews

GOAL: The student should see the importance of good grooming, communication skills (writing/speaking) and job preparation, as necessary tools in seeking and keeping a job.

STUDENT OBJECTIVE: The student will complete a sample job application, making sure he/she spells, punctuates, capitalizes correctly, and supplies all requested information accurately.

ACTIVITIES	RESOURCE
The student will: 1. be introduced to this unit by Mrs. Sue Hendricks, Southwestern Bell Telephone Company, Personnel Department, who will stress the importance of making a good impression during an interview, and inform the students of positions available with the company. 2. complete sample job application form, spell and capitalize correctly, as well as supply all required information. 3. observe and make corrections as the teacher discusses each application/applicant individually. 4. go on a field trip to Employment Security Division in Jacksonville to use the microfiche. The microfiche will provide another source of information on jobs. 5. participate in an "appearance clinic" by Mr. Allan Williams, Dillard's Department Store (Personnel), who will discuss the importance of his/her personal appearance in a job interview, with the students. 6. participate in several simulated job interviews, emphasizing the following: completing a job application correctly, speaking clearly and distinctly, as well as a neat, well groomed appearance. 7. participate in simulated interviews with other cooperating teachers in the English department who will question/interview the student. The student will be rated on how well he/she presents herself/himself.	Guest Speakers: Sue Hendricks, Southwestern Bell Telephone Company, Personnel Department Allan Williams, Dillard's Department Store, Personnel Department Employment Security Division, Jacksonville

EVALUATION:

Written test on the correct procedure for job interviews and completing an application for employment.

SUBJECT: English LEVEL: 7-8

TOPIC: Law Enforcement - Motor Vehicle Licensing

GOAL: To demonstrate the correct procedure for applying for a driver's license in the State of Arkansas, and to determine the role of law enforcement agencies in the control and regulation of crime.

STUDENT OBJECTIVE: The student will read and answer correctly questions from the driver's manual, summarize the requirements of a law enforcement officer (Jacksonville) and list the qualifications of a police/law enforcement officer.

ACTIVITIES	RESOURCE
The student will: 1. participate in a class discussion on law enforcement and how laws affect us daily. 2. determine what is needed to get a driver's license. 3. talk with Officer Ken Buillion of the Jacksonville Police Department to gain the following information: (a) What it is like to be a police officer. (b) The educational requirements of an officer. (c) Age requirements. (d) Duties of the police officer. (e) Job opportunities with the police force. (f) The risks or hazards of the job. (g) The correct method of applying for a driver's license. 4. watch a slide presentation on highway safety. 5. write a letter to a friend instructing him/her on how to apply for a driver's license. 6. will be given a separate division of the police department. He/she will select a partner, complete research on the division selected, and report their findings orally in class. The report should include age and educational requirements, risks involved, opportunities for advancement and the type of work involved. 7. watch the 6:00 p.m. news nightly for a two week period, compile a daily log describing any police action mentioned in the news. Logs should tell what services were performed by the police	Newspaper: ARKANSAS GAZETTE Resource Person: Mr. Ken Buillion, Jacksonville Police Department

EVALUATION: The students will be graded on daily activities as well as a three page written summarization of the unit. The summarization should include the following information: how to apply for a driver's license, what police division has the most difficult job? Do you, after studying the unit, feel that you could pursue a career in law enforcement? Why or why not?

ACTIVITIES	RESOURCE
department, what crimes it solved, and the crimes that were abolished as a result of police intervention. 8. go on a field trip to the Jacksonville Police Department.	

SUBJECT: English LEVEL: 7-8

TOPIC: The Library: A Source of Career Information

GOAL: The student, through utilization of the library, comes to realize that the library is an excellent place to locate information on careers.

STUDENT OBJECTIVE: The student will gain knowledge in career areas of his/her choice, and will become familiar with the career opportunities in Library Science.

ACTIVITIES	RESOURCE
The student will: 1. tour the school library, locate reference materials encyclopedias, periodicals, card catalogue and microfiche. 2. listen to the librarian instruct the class on the use of microfiche, and stress the importance of understanding the organization of a library. 3. listen to the librarian from Jacsonville library, who will discuss career opportunities in library science, educational requirements, salary and the availability of jobs for librarians. 4. choose a career to research, go to the school library to write three one-page papers using each of the following sources: (a) microfiche, (b) periodicals, (c) encyclopedias. 5. answer the following questions in the three one-page papers: (a) How much does the job pay? (b) How much experience does the job require? (c) How much education is needed? (d) How much opportunity is available for job advancement? (e) If you choose this career, will you have to relocate? (f) How much travel will be involved? 6. The information described in numbers 4-5 will be presented orally.	Encyclopedias Periodicals Microfiche Resource Persons: School librarian Jacksonville Public librarian

EVALUATION:

The students will be evaluated on their daily performance.

SUBJECT: English LEVEL: 7-8

TOPIC: Introduction to Career Awareness

GOAL: Students should realize that employability skills are learned at home, school, on the job, and that every employee/employer contributes to society.

STUDENT OBJECTIVE: The student shall begin to formulate career goals, based on his/her abilities, interests, where he/she lives and the types of careers and occupations that are available.

ACTIVITIES	RESOURCE
The student will: 1. listen to guest speaker who will discuss the importance of early career preparation. 2. discuss Handout #1: Steps in Choosing a Career. 3. write a brief statement about the kind of occupation he/she expects to have when he/she becomes a member of the working world. 4. Using the Occupational Outlook Handbook, compile a list of careers related to his/her chosen field of work, specified in #3. 5. make a list of businesses in the community where he/she might find employment in his/her chosen career. 6. make a list of skills that will be needed in his/her chosen occupation. 7. orally, or in writing, report where different kinds of skills needed for career preparation are learned. 8. discuss the following career related vocabulary words: career awareness, career, employee, employer, employment, job, occupation, skills, position.	Pathways to Careers, Karlin and Morton Occupational Outlook Handbook, U.S. Dept. of Labor Filmstrips: "What Do You Like to Do?" SVE "Your Work Life" FOM "Career Awareness" QED "Career Awareness" Scholastic Transparencies: "Career Planning" 3M Company Handout #1: Steps in Choosing a Career (Included)

EVALUATION:

Handout #1: Introduction to Career Awareness

STEPS IN CHOOSING AN OCCUPATION

Some things you need to know about an occupation:

1. Description of work involved
2. Working conditions
3. Hours of work
4. Abilities required
5. Earnings
6. Personality traits required
7. Education and training required
8. Cost of education and training
9. Where education and training can be acquired
10. Advantages
11. Disadvantages
12. Outlook for future trends
13. Advancement possibilities
14. Demand for workers
15. Health and safety aspects
16. Contributions to society
17. What this occupation offers which may help meet your needs
18. What the occupation requires of me

SUBJECT: English LEVEL: 8-9

TOPIC: The Business Letter

GOAL: Using correct form and punctuation, the student will learn to express himself/herself clearly and concisely in business letters.

STUDENT OBJECTIVE: Develop self-awareness by writing business letters in which he/she must sell herself/himself to a prospective employer, learn the form and types of business letters.

ACTIVITIES	RESOURCE
The student will: 1. use the classified section of the newspaper, select a job he/she is interested in, list the qualifications which would help him/her get the job. Make a list of job specifications, job descriptions, fringe benefits, salary and opportunities for advancement. Using the information on the lists, write a letter applying for the job he/she selected. 2. role play the job interview for Activity 1. The student who portrayed the employer will write a letter to the prospective employee, informing him/her of the results of the interview. The prospective employee (student) will write a follow-up letter to the prospective employer and or a thank-you letter. (Thanking the interviewer for the interview.) 3. use a sales catalog, make a list of items he/she needs in various areas. (Examples: new wardrobe, room furnishings, planning a trip.) a. use the list to complete an order form from the catalog. b. write a letter which includes the same information as the order form (catalog number, size, cost per item, description) and order the item. 4. using Activity 3, write a letter of adjustment (a letter to call attention to an error in billing or shipping). 5. using the opaque projector, select different letters as good examples, or ones that need improvement. Point out correct and/or incorrect parts in the letters.	Pre test/post test Transparencies: The Business Letter (set of 5)

EVALUATION: The student will write (1) a letter of application for a specific job, (2) a letter of adjustment, (3) a thank-you or follow-up letter to a prospective employer and (4) a letter ordering a specific item(s).

SUBJECT: English LEVEL: 8-9

TOPIC: Individualized Research Projects

GOAL: Introduce the student to various career areas, the responsibilities and performance standards needed to succeed in various careers, as well as background career information.

STUDENT OBJECTIVE: The student will learn to clarify and extend his/her concepts and ideas through reading, observations, discussions, hands-on and how to research a topic, combine the information gathered into visual and written material.

ACTIVITIES	RESOURCE
The student will: 1. with the entire class, decide on a general topic for the project, divide into small groups of two to five students to plan the project(s). 2. go to the media center to do individual research, using the card catalog, vertical files, and Readers Guide. List all resources he/she is to use. 3. Make a list of careers connected with his/her topic. Include educational requirements, experience or qualifications, salary, fringe benefits and the availability of jobs. (This can be done in small groups.) 4. schedule oral reports, demonstrations and resource persons one week in advance. 5. study the classified ads for careers in the area he/she selected, use the information in the ad to plan questions about the job. 6. role play (5-10 minutes) an interview for the job selected in #5. 7. discuss with the class, the effectiveness of the interview, the problems the participants had and ways to overcome those problems. 8. plan a company you would like to own associated with the topic he/she chose, and answer these questions about his/her company: (a) Who would own the business? (b) How many employees do you need? (c) How much capital is necessary? (d) What	Applying for a Job, Western Tape Career Information Kit, SRA Business and You Kit, McGraw-Hill Work Widening Occupational Roles, SRA Consumer Choice Game, Procter and Gamble Fast Food Industry Jobs, Media Implementation Center Careers Unlimited, Classroom World Productions Exploring Careers, SVE Career Exploration, SRA "Career Education Clusters," filmstrips, cassettes, Westinghouse Learning Press Your First Week On The Job, Guidance Associates Resource People:

EVALUATION:
The student will be evaluated according to the grade he/she contracted for and successful completion of the projects required to earn a specific letter grade - A,B, or C.

ACTIVITIES	RESOURCE
educational requirements must your employees meet? (e) What are the working hours? (f) How many hours must your employees work per day? 9. Display pictures, graphs, or other visual aids to illustrate the information in Activity 8. 10. Write several classified ads, advertising jobs, or plan a newspaper/magazine ad, advertising the services/products of your business, based on the information in Activity 8. 11. Select one job from the classified ads. Plan a budget that includes rent, utilities, food, clothing, transportation, incidentals, based on the salary of your new job. Use graphs to indicate where your money goes. Is there any money left? Indicate how you could have saved money. 12. Using the information acquired on his/her career topic, the student may do any of the following additional activities: a. Make a display of pictures. b. Make a series of posters. c. Write an article (newspaper or magazine). d. Make a scrapbook. e. Make a model or series of models. f. Make a game. g. Do a survey and illustrate the results. h. Prepare and give an oral report with illustration. i. Prepare a demonstration. j. Invite a resource person, and prepare an introduction to the presentation. k. Prepare a cassette presentation, length - at least three minutes.	Lawyer Veterinarian Interior Decorator Cosmetologist Real Estate Agent Teacher Police Officer Computer Expert Pilot Commercial Artist Secretary

INTERVIEW REPORT

Student's Name_____ Date_____ Period_____

Name of person interviewed_____ Occupation_____

1. Type and how much education needed?_____

_____

2. Chances for advancement?_____

3. Working conditions and benefits?_____

_____

4. Approximate salary? Beginning?_____ Average?_____ Highest?____

5. Hours?_____ Overtime?_____ Weekend?_____

6. Do you plan to continue in this occupation?_____ Why or why not?_____

_____

7. Dangers involved in the occupation?_____

_____

8. Union? (Please name.)_____

9. Abilities required?_____

_____

10. Duties of the occupation?_____

_____

11. Where are you employed?_____

12. Where is training or education for your job available?_____

_____

13. Are there jobs available in your occupation in this area at the present time?

_____

Comments:

INDIVIDUAL RESEARCH GRADE SHEET

Name_____ Topic_____ Contract Grade_____

Points Made

Date Completed_____

1. Display of pictures_____
2. Cassette tape_____
3. Verbal report with illustrations_____
4. Scrapbook_____
5. Models_____
6. Series of posters_____
7. Articles_____
8. Demonstration_____
9. Game_____
10. Survey_____
11. Other:_____

A = 6 parts successfully completed

B = 4 parts successfully completed

C = 4 parts successfully completed

Required: (Must be completed)

Vocabulary list_____

Conferences_____

Evaluation sheet_____

Resource list_____

Total Points_____

Grade Made_____

Comments:

SUBJECT: English LEVEL: Junior High (8-9)

TOPIC: A Job From the Newspaper

GOAL: To help the student understand that people pursue careers for different reasons and that choosing a career usually involves a compromise between greater and lesser needs.

STUDENT OBJECTIVE: He/she will choose a job from the classified ads he/she is interested in, write a letter requesting an interview and list personal qualifications which will enable him/her to acquire the job.

ACTIVITIES	RESOURCE
The student will: 1. search the classified sections of newspapers, local and out of state, to find a job which interests him/her. 2. once he/she has found the job he/she wanted, check how the job is affected by different locations. 3. do research to determine education and skills needed in his/her chosen career. 4. write a letter of application and a letter requesting an interview to the prospective employer. 5. make a list of questions he/she feels the prospective employer will ask. 6. simulate a job interview, alternating the roles of interviewer and the person being interviewed. 7. make suggestions on how to improve the interview - activity 6. 8. take a field trip to a local employment agency.	Newspapers: ARKANSAS DEMOCRAT ARKANSAS GAZETTE

EVALUATION:
Demonstration of the correct procedures for applying for and obtaining a job.

SUBJECT: English LEVEL: 8-9

TOPIC: Drama - "The Mother," Chayesky.
"Visit to a Small Planet," Vidal

GOAL: By examining the plays, the student will express his/her opinion on the topics of courage, integrity, self-control, family, loyalty, love and war through classroom participation and discussion.

STUDENT OBJECTIVE: The student will improve reading skills, examine the history of drama, stage development, interpret characterization, and classify the stereotypes in the two plays, comparing them with stereotypes in today's society.

ACTIVITIES	RESOURCE
The student will: 1. read the plays as a homework assignment to gain background information and insight to the plot development. 2. evaluate his/her reading comprehension by taking the objective test in the Outlook Resource Book. 3. read orally, one or more parts in the plays. 4. select a character from the play, draw a picture of the character he/she sees while reading the story, or find a picture in a magazine of the character. Attach a summary about the character. 5. join one of the two groups, and will be assigned a part in a play to present to the class. In addition to the play, each group will do one of the following activities: (a) make a series of posters to illustrate the plot and character development. (b) create a comic book which illustrates the action and characters in the play. (c) prepare and give a radio or television broadcast about the events in the play.	Outlooks Through Literature, Soctt, Foresman & Company Outlook Resource Book

EVALUATION:
The student will compare the virtues of loyalty, integrity, love, courage discussed in the plays with his/her views on those virtues today, and will through his/her involvement in the play display some of those virtues, as well as consider the careers connected with a dramatic production.

SUBJECT: English LEVEL: Junior High (8-9)

TOPIC: That First Job

GOAL: To acquaint the student with the knowledge he/she will need to apply for and obtain a part time job after school, or on Saturdays.

STUDENT OBJECTIVE: The student will demonstrate the proper methods of completing job applications, making introductions, dress and stating his/her business when applying for a job.

ACTIVITIES	RESOURCE
The student will: 1. view film "Applying For a Job" 2. show and discuss pictures of people who are correctly/incorrectly dressed for applying for a job. 3. choose a partner, practice introducing themselves, and stating his/her business. Example: Hello, Mr. Smith. I'm John Brown, and I'd like to talk to you about working on Saturdays. 4. Study a simple job application form, and discuss the importance of references, dates, past experiences. 5. fill out an error free, simple application form, in black or blue ink. 6. simulate a job interview with another student. Assume the roles of employer-prospective employee. 7. demonstrate voice control in both face to face and on the phone situations.	Film: "Applying For a Job"

EVALUATION:

The student, orally, or in writing will verify his/her understanding of the techniques used in securing a job.

SUBJECT: English LEVEL: Junior High (8-9)

TOPIC: Find Me a Job

GOAL: To acquaint the student with a variety of skills, hobbies, and interests which may be useful in obtaining a job or in guiding him/her to a more sophisticated level of learning in his/her career choice.

STUDENT OBJECTIVE: The student, through interaction with fellow students, will realize that hobbies and special interests are assets when selecting a job or pursuing a life-long career.

ACTIVITIES	RESOURCE
The student will: 1. join a small group of five students. 2. receive a list of imaginary high school students. Each imaginary high school student has a brief statement describing his/her special interests, background and hobbies. 3. with his/her group, decide on three jobs the group feels the imaginary high school student could obtain on or before graduation. 4. with his/her group, decide on three additional careers which might interest each of the three high school students if he/she had more formal training (trade school, technical training or college). Examples: Mary is the oldest of six children. She has shopped and cooked for her family for the last three years. She enjoys reading and is good at math. She also takes pleasure in babysitting her youngest brothers and sisters. John likes to be outdoors. He has played on various sports teams through school. He enjoys children and has helped the YMCA Teeny League. He also loves to talk and has been in several school productions.	

EVALUATION:
Student interaction with the group and his/her contribution to the group's activities.

SUBJECT: English LEVEL: Junior High (8-9)

TOPIC: My Class - My Job (Simulation Game)

GOAL: To develop an awareness of the responsibilities of a paid employee and an appreciation of school in the preparing for his/her career.

STUDENT OBJECTIVE: The student, through this simulation game will be given the opportunity to prove himself/herself to be an asset and/or a liability to the working community, and to society.

ACTIVITIES	RESOURCE
The student will: 1. for ten days, be paid $20.00 per day (in points) for attending school. 2. earn a $25.00 "perfect attendance" bonus and "perfect workers" may earn a $15.00 bonus. 3. be docked a full day's pay if he/she doesn't have an excused absence the day after he/she was absent. 4. be docked one-half his/her daily pay if he/she is tardy (late for class). 5. purchase tools (book, paper, pencil) from co-workers at a rate of $5.00 per tool, if he/she fails to bring his/her tool to class. The $5.00 will be added to the paycheck of the employee who supplied the tool. 6. be docked, at a rate of $5.00 each for failure to do his/her job, sleeping on the job, and not getting along with co-workers. 7. be terminated (fired) if he/she receives three docks in pay for failure to perform his/her job and not getting along with his/her co-workers. 8. have a time card which he/she must sign (clock in) before his/her shift begins. 9. at the end of the ten day period, have his/her time card checked and receive his/her paycheck. 10. if he/she has met all the requirements, could earn $240.00 (240 points).	

EVALUATION:

The student will be rated on his/her performance as an employee during the ten day period.

SUBJECT: English LEVEL: 8-9

TOPIC: Black Women of America

GOAL: To emphasize the impact history has on all of our lives, especially the black woman, identify prominent black women and to consider the struggle of black women in politics, education, employment, and entertainment.

STUDENT OBJECTIVE: The student will, through the diversity of activities, appraise carefully, the struggles and contributions made by the black woman, and use poetry to analyze the style, variety of subject matter and presentation of problems encountered by the black woman in America.

ACTIVITIES	RESOURCE
The student will:	
1. design a crossword puzzle using the names, professions, and other pertinent information on twenty black women in sports, politics and entertainment.	Here I am, Take My Hand, Marie Brookter Black Voices, Abraham Chapman
2. illustrate a poster on the life of Harriet Tubman or Sojourner Truth.	The Black Book, Middleton
3. write a one page biography on three of the following black women: Alain L. Locke, Jane Matilda Bolin, Leontyne Price, Gwendolyn Brooks, Mary McLeod Bethune, Phyllis Wheatley.	Blacks in America, Jesse Jackson and Elaine Landau Sojourner Truth, Victoria Ortiz
4. design a magazine layout which illustrates the black woman's struggle for freedom during slavery.	Magazines: Ebony, Johnson Publishing Co.
5. in a two page report, compare the political, family, and educational background of Marie Brookter and Shirley Chisholm.	Essence, Johnson Pub. Co. Test: Black Women in America
6. select two poems by Gwendolyn Brooks and Nikki Giovanni, compare and/or contrast them as to (a) style, (b) subject matter and (c) presentation of problem or character.	
7. in a two page essay, compare the black woman of slavery with today's black woman.	
8. complete research on the following black women: Dorothy Bolen, Jean C. Brown, Mollie V. Lewis, Sabina Martinez and write a two page report on the "Black woman's role in the labor market in America."	
10. Pre test / post test.	

EVALUATION: The student will appraise carefully, the opposing forces that have confronted black women, the contributions this group has made in education, politics, sports, government and entertainment.

High School

TEST FOR BLACK WOMEN IN AMERICA

1. In what city did the famous boycott of 1955 begin?
2. Who was the first woman to graduate from Howard University School of Law and the first woman in America to graduate from law school?
3. Who was the first black woman judge in the United States?
4. Who was the first black operatic star to sing a leading role on television?
5. Who was the first black woman writer to win the Pulitzer Prize in literature? For what work?
6. Who was the first black woman, American, who became a published poet in London while she was a slave?
7. Who was the American black educator who founded the Daytona Normal and Industrial School for Girls which is partially named for her?
8. Who was the American black singer who became a concert singer and recording artist and who was known for renditions of gospel songs?
9. Who was the American singer who began her career in the choir of her father's church and who was later given the title "Queen of Soul"?
10. Who was the student who made national history when she integrated Central High School in Little Rock, Arkansas, in 1954?

ANSWERS

1. Montgomery, Alabama
2. Alain L. Locke
3. Jane Matilda Bolin
4. Leontyne Price
5. Gwendolyn Brooks, Annie Allen
6. Phillis Wheatley
7. Mary McLeod Bethune
8. Mahalia Jackson
9. Aretha Franklin
10. Daisy Bates

SUBJECT: English LEVEL: 9-10

TOPIC: The study of the function of a jury through a literature unit.

GOAL: (1) Participation in a play and observing an actual trial will enable the student to become acquainted with the purpose of a jury. (2) Develop in the student the ability to think critically by observing the performance of a fictional jury and functioning as a juror.

STUDENT OBJECTIVE: (1) By participating in the oral reading of the play, the student will be introduced to character development. (2) Develop objective thinking by analyzing evidence and deciding on a verdict on the basis of that evidence. (3) The student, through observation of these occurrences will: (a) become acquainted with the jury selection process and (b) the legal proceedings of a murder trial. (4) The student will analyze and critique the play as a form of literature.

ACTIVITIES	RESOURCE
The student will: 1. with the classroom arranged like a courtroom, be assigned parts, and read the play, Twelve Angry Men. 2. discuss and analyze the play. 3. attend an actual murder trial, but will not stay in the courtroom to hear the verdict (outcome). 4. after viewing the trial, form their own jury and analyze the information obtained during the murder trial. 5. reach a verdict. If the verdict is "guilty," the jury will decide on the punishment (sentence) of the convicted felon. 6. select one class member who will be responsible for finding out the decision reached by the real jury from the murder trial mentioned in #3.	1. Twelve Angry Men (classroom set) 2. Local Circuit Court.

EVALUATION:

Post-test on Twelve Angry Men, and student input in the following activities: (a) oral reading, (b) discussion, (c) courtroom attendance, and (d) analysis of the evidence presented.

SUBJECT: English LEVEL: 9-10

TOPIC: Producing a Play

GOAL: The student will be aware of: (1) the procedures and jobs involved in producing a play. (2) participating in the theatre as a hobby or a potential career.

STUDENT OBJECTIVE: Each student will: (1) demonstrate his/her knowledge of a particular theatrical job by serving on a committee responsible for that job. (2) demonstrate his/her knowledge of the performance aspect of the play by participating in a one-act play as one of the following: actor, actress, stage manager or director.

ACTIVITIES	RESOURCE
The student will: 1. list some of the jobs involved in producing a play and tell the function of each. 2. choose a one-act play to produce. 3. sign up for two of the following committees: publicity, set, properties, costume, sound and lighting. 4. be assigned to one of his/her choices of committees. 5. select a chairperson for the various committees who will coordinate the group's activities. 6. elect a director and a stage manager. The student director will conduct tryouts, cast the play, and conduct rehearsals. (Actors/actresses will consist of all members of the class except the director and the stage manager.) The stage manager will meet with each committee chairperson to coordinate the budget and style of the production. 7. present two performances, one matinee for the students, and one evening performance for the parents.	1. Scripts for one-act plays. 2. Filmstrip on producing a play.

EVALUATION:

Pre/post test. Students will be evaluated on their performance in the play and their participation in committees.

SUBJECT: English LEVEL: 9-10

TOPIC: Writing A Business Letter

GOAL: Make students cognizant of the importance of proper form letters in achieving career goals, the basic form of a business letter and the different uses of a business letter.

STUDENT OBJECTIVE: Student's understanding of the business letter will be manifested by writing a letter of request, a letter of application, and an interview follow-up letter.

ACTIVITIES	RESOURCE
The student will: 1. use the classified section of the newspaper to select a job he/she might be interested in, and use it as the basis for his/her letter. 2. demonstrate the proper method of folding a business letter by folding a sheet of typing paper two different ways. 3. practice folding business letters for long and short envelopes. 4. listen to a lecture on writing business letters and addressing envelopes. 5. find an item in a magazine that he/she would like to order. Write a letter ordering the item. 6. use a post card to order the same item. 7. use the classified ads (help wanted section) to choose a job that interests him/her and write a letter applying for that job. 8. be given a business letter with several errors in form, to correct. 9. write an interview follow-up letter.	Transparencies: 1. Business letters 2. Short and legal size envelopes. 3. Magazines 4. Newspapers

EVALUATION:

Letters will be graded for form and accuracy.

SUBJECT: English LEVEL: 12

TOPIC: Three Greek Tragedies

GOAL: (1) The student will gain knowledge of the development of drama, and an understanding that certain themes have always been present in Western culture. (2) Recognize that self understanding is important. (3) Help students realize that uncontrolled pride or passion may lead to disaster.

STUDENT OBJECTIVE: (1) Develop writing skills and learn to express ideas clearly. (2) Determine why self-awareness/understanding is necessary in order to understand one's actions and fears. (3) Acquire the following information about drama: (a) its origin, (b) its contribution to Western culture, (c) the common theme found in the three tragedies being studied and (d) the practical application of the themes, concepts and thoughts discussed in the three tragedies.

ACTIVITIES	RESOURCE
The student will: 1. read and take notes on the origin of drama. 2. read and report on familiar myths. 3. read and discuss Sophocles' Oedipus Rex. 4. write a three point enumeration on an idea, concept or theme found in Oedipus Rex. 5. read and discuss Antigone. 6. research and discuss Euripides' life, contributions to drama and thoughts. Read and discuss Euripides' Medea. 7. Write a three point enumeration theme comparing and contrasting the three tragedies.	

EVALUATION:

Teacher made test on the tragedies.

SUBJECT: English LEVEL: 12

TOPIC: Shakespeare's Hamlet

GOAL:
1. Familiarize students with Shakespeare's world and his famous work, Hamlet.
2. Accentuate the importance of self-esteem.

STUDENT OBJECTIVE:
1. Expressing ideas clearly and concisely on paper (writing skills).
2. Compare Shakespeare's world to today's world. What similarities and differences can be found?

ACTIVITIES	RESOURCE
The student will: 1. take notes on the Elizabethan Age. 2. compile research on the following: a. the life and times of William Shakespeare. b. the Globe Theatre c. Queen Elizabeth d. Henry VIII e. Sir Walter Raleigh f. styles (dress) of the Elizabethan Age g. the development of the theater 3. read and listen to the recording of the play, Hamlet. Discuss the play. 4. Write an acceptable composition on some element found in the drama. 5. re-write one small scene in contemporary language, or re-write the plot as a newsstory. 6. prepare a commercial advertising the play.	1. Hamlet, Caedmon Records 2. Hamlet, Encyclopaedia Britannica films - State Department of Education. 3. Shakespeare, New York Times Multi-Media filmstrips, slides and records

EVALUATION:

Teacher made test.

SUBJECT: English LEVEL: 12

TOPIC: Greek Mythology

GOAL: The student will realize that mythology is a part of Western culture, and list present day uses of myth.

STUDENT OBJECTIVE: Demonstrate how mythology is part of our society today in advertising, art, literature, music, psychological concepts and vocabulary.

ACTIVITIES	RESOURCE
The student will: 1. research life in Ancient Greece and report on: a. everyday life b. customs c. dress d. architecture e. art f. archaeological findings 2. read creation myths, flood myths, and origin of fire myths. 3. read and discuss Hamilton's Mythology. 4. select a project: a. prepare an art project. b. rewrite a myth as a newspaper story. c. collect advertisements using myths. d. read a Greek tragedy and act out one scene. e. write a myth	1. Mythology, by Edith Hamilton 2. Filmstrips: "Our Heritage From Ancient Greece," Guidance Associates "Classical Mythology" Imperial Film Company "The Adventure of Man" Visual Publications "Greek and Roman Myths" Universal Education and Visual Arts "Splendor From Olympus" Educational Materials Division

EVALUATION:

Teacher made test.

SUBJECT: English LEVEL: 12

TOPIC: Business Letters

GOAL: The students will learn:
1. to write acceptable business letters.
2. the necessity of correct writing in business.

STUDENT OBJECTIVE: Students will realize that business letters are an essential part of daily life.

ACTIVITIES	RESOURCE
The student will: 1. read "Mr. Kaplan's Letter." 2. write the following types of letters: a. complaint b. one ordering a product c. requesting information d. a letter of application 3. use the classified section of the newspaper, select a job they wish to apply for and write a letter of application. 4. write a letter to the editor of a newspaper on a current issue.	<u>Voices III</u>, Ginn Publishing Co.

EVALUATION:

The student will be evaluated on his/her capability to write letters of application, complaint, ordering a product and requesting information.

SUBJECT: Foreign Language
French/Spanish

LEVEL: 7-12

TOPIC: Overseas Communication

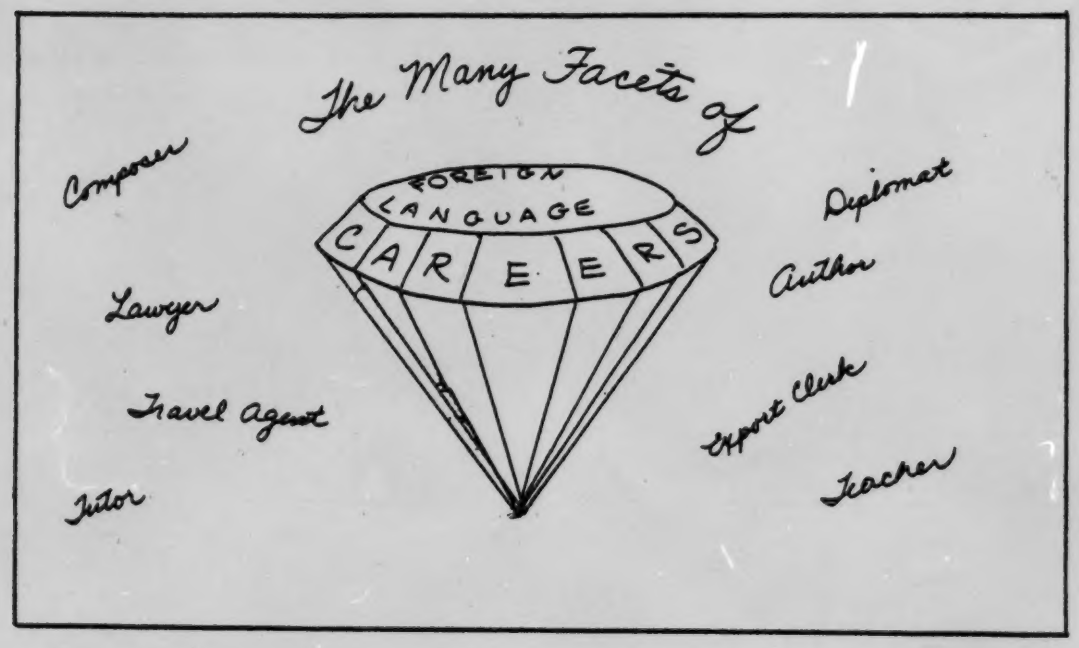
GOAL: To expose students to the means of communicating with foreign countries in the target language (French/Spanish).

STUDENT OBJECTIVE: Using various methods of communication, the student will send a message from the United States in the target language (French/Spanish).

ACTIVITIES	RESOURCE
The student will: 1. learn the appropriate vocabulary required for each method of communication - telephone, letters, telegrams, etc. 2. assign groups of students to set up learning centers on each means of communication. Examples: <u>telephone</u> - make a map of the world and label each country with its code - chart the costs involved - use a play telephone or a real one borrowed from the telephone company to place a mock call - have students play the roles of caller, international operator, and person being called. Make a poster showing how to place both a direct dial and an operator assisted overseas call. <u>Telegram</u> - use blank forms to compose a brief message. Make a chart comparing the cost of telegrams as compared to telephone and postal charges. <u>Letters</u> - write actual letters to pen pals or to embassies for information about the country. Make a poster of postal regulations on size and weight. Display stamps collected from various countries and note the cost both in foreign and U.S. currency. <u>Short-wave radio</u> - have a hobbyist demonstrate the radio in class. If not possible, have some broadcasts taped and brought to school. 3. have restrictions placed on his/her choice of communication. 4. discuss when time might be more important than expense and vice-versa.	Southwestern Bell Telephone Company Western Union U.S. Postal Service UNICEF - Information Center on Children's Cultures

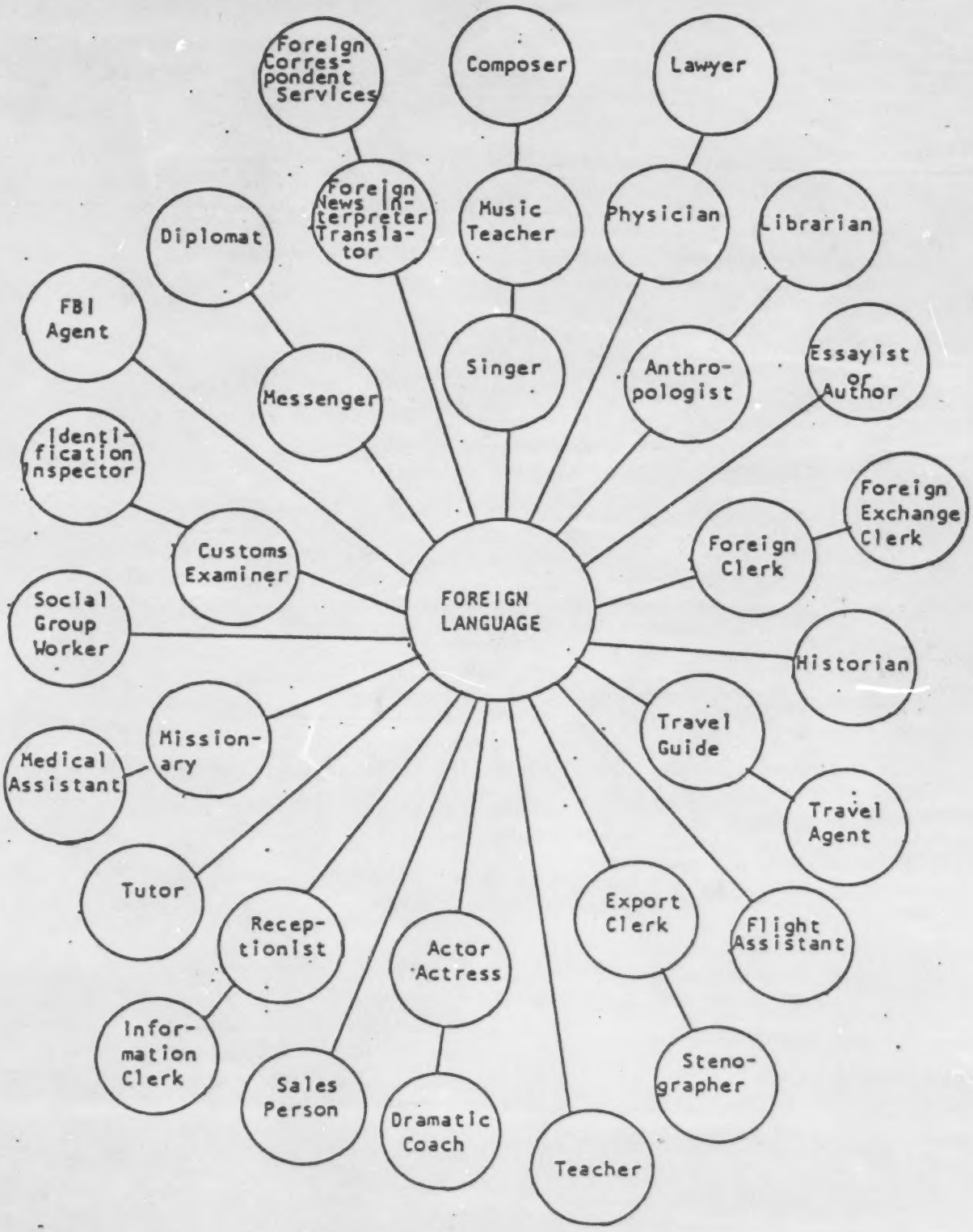
EVALUATION: The student's ability to demonstrate self-reliance in performing assigned tasks and his/her verification of the knowledge he/she acquired by communicating effectively, using the means studied, in the target language.

ACTIVITIES	RESOURCE
5. reverse the roles and try to send a message from the target country to the United States. He/she, through simulation, will deal with foreign operators, postal clerks, etc.	



Use occupations from the attached Foreign Language Related Jobs sheet to surround the diamond.

FOREIGN LANGUAGE RELATED JOBS



SUBJECT: Foreign Language
French/Spanish

LEVEL: 7-12

TOPIC: Exchanging Foreign Money

GOAL: The student will exchange United States currency (dollars) for foreign currency and purchase a desired item.

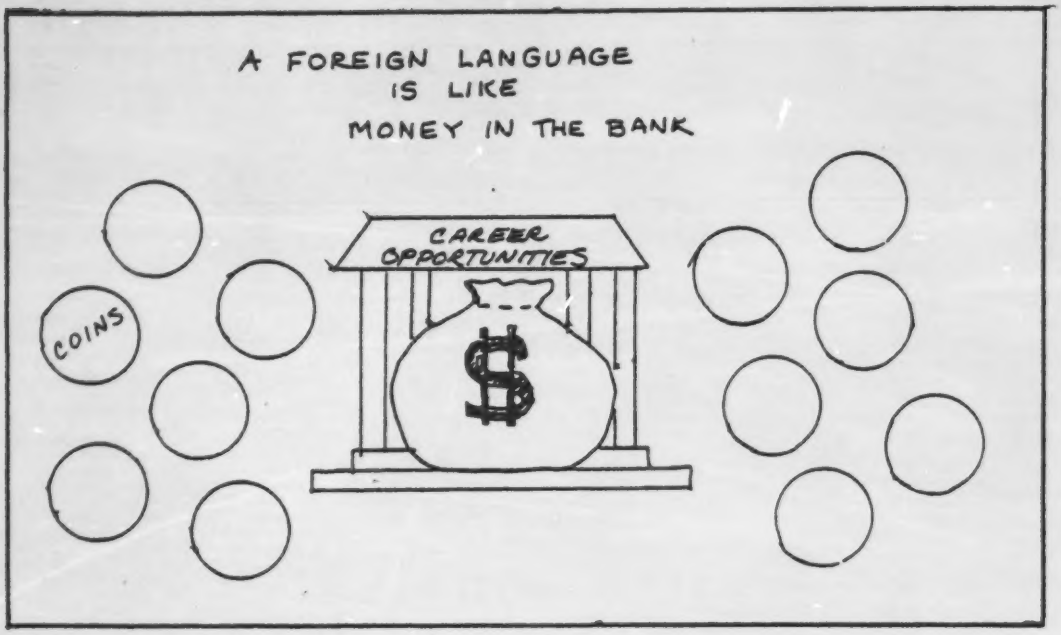
STUDENT OBJECTIVE: The student will become proficient in the process of exchanging U. S. currency for foreign currency and in the language needed to carry out these transactions.

ACTIVITIES	RESOURCE
The student will: 1. join one of three groups - sellers, buyers, money changers - learn vocabulary essential to his/her group's activities. 2. the money exchangers will establish an exchange rate for their country and post equivalencies in U.S. dollars. The sellers will prepare items for sale - either real or imaginary - and price them in the foreign unit of currency. The buyers will exchange their dollars for foreign currency and select a desired item and purchase it. All will use the target language. Roles should be alternated so that each student gets a chance to be a buyer. Variations: bargaining between seller and buyer as in many Latin American countries; or the seller overprices his goods and tries to cheat the tourist while the tourist tries to stay alert to this possibility and prevent it. 3. make posters showing what foreign currency looks like. 4. make rubbings of foreign coins and mount them on poster board. 5. invent an original money system: name the units, design the money and establish an equivalency in U.S. dollars. Using cardboard for the coins, and paper for the bills, produce a sample of each unit - paper and coin. 6. earn play money in the target language by using the language in conversation. For example: one	Newspaper: ARKANSAS GAZETTE World Book Encyclopedia, Volume M

EVALUATION: The student will relate orally or in writing information he/she has gained about exchanging foreign currency and the language skills required to make the exchange successfully.

ACTIVITIES	RESOURCE
unit of money for each attempt at conversation or use the reverse and fine them money for using English or breaking class rules. On Friday of each week hold an auction with the students selling an unwanted item from home (poster, paperback book, record, perfume, etc.). Conduct the auction in the language. The buyer gets to keep the item while the seller gets to keep the money to use for whatever he wishes to purchase. The teacher may take a "cut" of the seller's profit for being "owner" of the auction house, if desired. 7. collect articles in the business section of any large newspaper concerning exchange rates. Keep a record for two weeks, explain possible causes and effects of the fluctuations. 8. contact various credit card centers to find out which ones are accepted abroad (outside the United States). 9. visit the international banking department of a local bank - First National, Union National and Commercial National banks in Little Rock.	

BULLETIN BOARD IDEAS



COINS HAVE WRITTEN ON THEM:

1. Arkansas is in the top 5 states for land investments for foreigners. During a recent 16 month period 42,900 acres of Arkansas land was purchased by foreigners.

2. A full 43 percent of the chief executive officers... in America's 100 largest corporations... have had overseas experience. --Sylvia Porter, columnis

3. Between 1960 and 1970, the number of Americans employed abroad jumped 40 percent and one American in six now owes his ~~their~~ employment to foreign trade. Many of our 500 largest U.S. corporations earn more than half of their profits overseas.--Sylvia Porter, columnist.

4. The University of Arkansas as well as other Arkansas universities grants college credit for high school foreign language courses -saving time and money.

5. 'The sum of human wisdom is not contained in any one language". --Ezra Foun

6. A person who speaks another language is worth <u>two</u> people to his employer and often receives twice the pay.

7. The president's commission on foreign language and international studies reports that America's incompetence in foreign languages is dangerous because "nothing less is at issue than the nation's security."---Robert McCord, Ark. De

8. Four out of five people in the United States work for someone else. Knowing a foreign language gives you more "saleability" as you enter the highly competetive job market.

-----page two--

9. Babies are "brainier" than adults. A 1-2 year old child has 50% more brain synapses than an adult. This is why children can speak a foreign language easily without an accent while an adult cannot.

10. 92% of the world's population does not speak English.

11. "It could be that a foreign language would be more useful to you during the next ten years than a college diploma for whatever the shape of tomorrow's world, you can be sure that it will be increasingly international." -- Sylvia Porter, columnist.

12. A foreign language or equivalent culture course is required in order to graduate from high school in New York City.

SUBJECT: Foreign Languages
French/Spanish

LEVEL: 7-12

TOPIC: Popular sports in the target country.

GOAL: The student will assess the popularity of specific sports in the target countries, develop functional skills in the sport, and determine the importance of language skills in the athletic programs of those countries.

STUDENT OBJECTIVE: The student will become familiar with a particular sport and will display his/her expertise through a demonstration of the skills involved or make a presentation illustrating the sport. Each will include terms of the sport translated into the target language.

ACTIVITIES	RESOURCE
The student will: 1. individually, or in groups, select a sport and make a presentation to the class about the chosen sport. He/she may choose from the following categories: sportscasts, interviews of famous athletes, demonstrate the skills needed to play the sport, or posters displaying uniforms and equipment used in the sport. 2. translate ten terms associated with the sport into the language of the country, and present orally to the class. 3. suggested sports and special activities are: skiing - play the role of a bilingual ski instructor and "instruct" the class in the techniques of skiing. Make a model of a mountain out of salt dough and name various ski trails. Make a map of a country and illustrate the more popular ski resorts. Soccer - wear the proper attire and demonstrate some skills involved in handling the ball. Hold a mock interview of famous soccer star "Pele." Write a newspaper article in the target language describing the action of a game. Swimming - demonstrate or illustrate various strokes. Have a mock interview of someone who has just swam the English Channel or perhaps from Cuba to Florida. Similar ideas could be applied to jai-alai, petanque, bowling, tennis, golf, bullfighting and fencing as well as other sports. 4. Participate, if possible, in an "Olympics" where selected sports events are held. (This could be a school event, or a challenge match between the foreign language classes of rival schools.	Encyclopedias Newspapers: ARKANSAS DEMOCRAT ARKANSAS GAZETTE Physical Education Handbooks

EVALUATION:
The student will be rated on how well he/she completes the assigned activities and his/her oral presentations.

SUBJECT: Foreign Languages
French/Spanish

LEVEL: 7-12

TOPIC: The importance of French in cuisine or restaurant management careers.

GOAL: To apprehend the significance of the target language, French, in cuisine, and/or restaurant management careers.

STUDENT OBJECTIVE: Identify and describe briefly, three occupations connected with cuisine, and/or restaurant management. List the duties and qualifications of each occupational area.

ACTIVITIES	RESOURCE
The student will: 1. assume the roles of customer, maitre d', waiters, waitresses, busboys, and simulate (role-play) a situation in a restaurant. 2. on a posterboard, trace the progress of a meal from the maitre d' or waiter/waitress taking the order, to the kitchen, and back to the customer. Do not omit anyone involved in the preparation or serving of the meal. 3. draw a diagram of a typical restaurant kitchen showing the hierachy of the kitchen substations. 4. diagram the seating area of a restaurant. Divide the area into sections, assign busboys, waiters/ waitresses and maitre d's. 5. invent, name and devise a menu for a restaurant. Compute the costs of opening and maintaining a restaurant in a given area, design logos, create the decor and hire employees. 6. prepare a meal for the faculty, administrators, parents or other small groups. Sell tickets if necessary to defray the cost involved. 7. with Home Economics students, prepare a French dish. Make a bilingual poster (English/French) showing ingredients and preparation. 8. Assume the role of chef, plan a three course meal for ten people and estimate the amount of food required. Price the food at a local market	Guidance Information System Ecoles Hoteleries, Cooking Schools Restaurants (local): Jacques et Suzanne That Little Restaurant Andres

EVALUATION: The student will orally relate information gained about cuisine and/or restaurant management careers or will demonstrate the knowledge he/she has acquired.

ACTIVITIES	RESOURCE
to arrive at a cost that allows him/her profit. 9. interview a restaurant employee, preferably French, to find out what his/her duties are and inquire about the training of Europeans in the restaurant usiness. 10. compare/contrast training for restaurant employees in the United States and France. 11. research the history of the chef's hat. If desired, the student can sometimes purchase a chef's hat for minimal cost. 12. take a field trip to Jacques et Suzanne for lunch or dinner.	

SUBJECT: American History LEVEL: 8

TOPIC: The President's Cabinet

GOAL: To develop in the eighth grade student an awareness and appreciation of the role of the President's Cabinet.

STUDENT OBJECTIVE: The student will gather news articles from newspapers, magazines, radio and television on current cabinet positions, their functions and the head of each department.

ACTIVITIES	RESOURCE
The student will: 1. discuss the customary function of the President's Cabinet. 2. collect magazine, newspaper, radio or television news articles on different cabinets. 3. go to the library to do research on the history of the various cabinets. 4. listen to a resource speaker from the Justice Department, who will show filmstrips on the President's Cabinet. 5. list six cabinet positions and explain how they serve the president.	Newspapers: ARKANSAS DEMOCRAT ARKANSAS GAZETTE Magazines Radio and television

EVALUATION:
Students will verify their understanding by listing six presidential cabinet positions and their functions.

SUBJECT: American History LEVEL: 8

TOPIC: Voting

GOAL: To acquaint students with the correct procedure for becoming a registered voter.

STUDENT OBJECTIVE: Identify in writing the steps necessary to carry out the civic responsibility of voting.

ACTIVITIES	RESOURCE
The student will: 1. listen to the teacher discuss the general requirements for becoming a registered voter, and the various jobs associated with voting. 2. observe a demonstration on how to use the voting machine by a representative from the League of Women Voters. She will discuss jobs associated with this civic responsibility. 3. role-play in proper sequence, steps for voting.	Mock voting machine Voting forms and identification slips

EVALUATION:

Student demonstration of registering to vote and casting ballots (simulation).

SUBJECT: Civics LEVEL: 9

TOPIC: Economic Awareness

GOAL: To assist the student in making judicious conclusions on current political, social and economic issues.

STUDENT OBJECTIVE: Economic awareness is essential in today's society. Therefore, the student's perception of wages, prices, profits, competition, labor relations and the impact of government regulations upon these is a necessity.

ACTIVITIES	RESOURCE
The student will: 1. investigate the activities of the Federal Reserve System and complete the Federal Reserve word scramble. 2. draw an economic circular flow chart, including business firms and consumers. 3. list methods the government may use to influence allocations in a market economy. 4. graph and explain the basic principles of supply and demand. 5. given deposits and the rate of interest compounded semi-annually, compute the interest on a savings account for a two-year period. 6. list sources of governmental revenue and expenditures. 7. define inflation, deflation, recession and depression. 8. define bond and list five types of corporate bonds. 9. list six abuses of installment buying. 10. state the purposes of credit, the manner in which credit payments are computed, and five types of credit available to consumers. 11. explain the role of advertising in the market place.	<u>American Civics</u>, Hartley and Vincent <u>Economics in Action</u>, Calderwood and Fersh <u>The Rise of American Economic Life</u>, Arthur Cecil Bining

EVALUATION: The student will verbalize various reasons for our present economic situation. Compare and contrast economic conditions in the United States with other countries - U.S.S.R., England, France, Germany.

ACTIVITIES	RESOURCE
12. list five ways the United States government protects consumers. 13. list the four classes of business enterprise. 14. in paragraph form, describe the history of the labor movement in the United States. 15. identify the following terms: a. local union b. AFL-CIO c. Wagner Labor Relations Act d. free enterprise e. Landrum-Griffin Act 16. list three types of government bonds.	

SUBJECT: Civics LEVEL: 9

TOPIC: The Three Branches of the Federal Government

GOAL: The student should understand that voting is an important freedom and responsibility by which American citizens can make elected officials (national level) responsive to the American populace.

STUDENT OBJECTIVE: The student will identify the three branches of the federal government, list members, their qualifications and duties.

ACTIVITIES	RESOURCE
The student will:	
1. List the three branches of the federal government and the officials who serve in each branch.	Our Democracy, Portwood & Portwood
2. discuss Congress from the following standpoints: a. membership b. qualifications c. salary d. privileges	American Civics, Hartley & Vincent Teaching Notes, American Enterprise
3. identify the nine basic powers of the President of the United States.	
4. list four reasons government exists. The reasons given by the students must correspond with those given in the text.	
5. write a 35 word paragraph on the 25th Amendment which will answer these questions: (1) What is the line of Presidential succession (Constitutional) (2) What Constitutional provision is there for selecting the vice-president?	
6. State the procedure for selecting a candidate in the national nominating convention.	
7. list and give two examples of the six purposes of our government as stated in the Preamble to the Constitution of the United States.	
8. identify two independent governmental agencies and describe their activities.	
9. Identify two types of laws.	

EVALUATION:
Students will demonstrate their understanding of the material on a teacher made test.

SUBJECT: American History LEVEL: 11

TOPIC: The Age of Industrialization

GOAL: 1. Study and evaluate the political, social and economic events in the United States between 1877 and 1914. 2. Learn how the United States became industrialized and how that industrialization affected the people.

STUDENT OBJECTIVE: 1. Learn the factors which helped the U.S. become an industrial nation. 2. Discuss the good and bad effects of industrialization in the United States. 3. Learn why the federal government took steps to regulate business and protect the welfare of the workers. 4. Tell how the West was settled by giving examples of settlements such as mining, ranching and farming.

ACTIVITIES	RESOURCE
The student will:	
1. draw a political cartoon on the abuses of big business and the trusts at the turn of the century.	Titans of Business by Leonard M. Fanning
2. complete a research project on the development of the West. Include agriculture, cattle raising, mining and manufacturing.	Everyday Life in the Age of Enterprise, by Robert Walker
3. act out a skit, such as the "Tonight Show" or "60 Minutes," portraying Captains of Industry, Andrew Carnegie, Cornelius Vanderbilt, John D. Rockefeller and others.	Filmstrip: "Andrew Carnegie, Master of Steel," Eye Gate Resource person: Factory Personnel Director

EVALUATION:

The students will be able to explain the changes industrialization brought in each region of the United States and what conditions were necessary for the United States to industrialize so rapidly. The students should be able to score 70% or better on a teacher made test. The learning activities could also be used as a basis for evaluation.

SUBJECT: American History LEVEL: 11

TOPIC: Politics and Economic Growth

GOAL: 1. Examine the major economic problems that have confronted the nation since World War II, and the responsibilities the Federal government assumed to solve these problems. 2. Understand how our economy has been affected by big business, organized labor and consumer demands.

STUDENT OBJECTIVE: 1. Describe how governmental responsibility for the welfare of the nation's economic system has changed since World War II. 2. Identify the basic economic problems Americans have faced since WW II and how we have solved them. 3. List the major effects that economic change is likely to have upon American society

ACTIVITIES	RESOURCE
The student will: 1. divide into groups to trace the prices of consumer products from 1950 to the present. 2. Within each group, assume responsibility for one area, as food, medical care, fuel, housing or clothing. 3. research the change in hourly wages and family income for the same time period. 4. place the results on line graph. 5. make a notebook of the different advertisement techniques to familiarize them with the problems they'll encounter as consumers.	The Challenge of Men and Machines, by Joel Seldin Our Challenges in Urban Problems, by Robert Liston Statistical Abstract of the United States: 1878-Present, U. S. Bureau of the Census Representative from the Federal Trade Commission, or the Better Business Bureau

EVALUATION:

The activities above could be used as a basis for evaluation along with a teacher-made test.

SUBJECT: World History LEVEL: 11

TOPIC:

GOAL: Study the world's diverse cultures, their similarities, differences and their interdependence.

STUDENT OBJECTIVE: Students will verify their understanding by comparing/contrasting world cultural units, either orally or in writing.

ACTIVITIES	RESOURCE
The student will: 1. identify the following: Neanderthal Man, Cro-Magnon Man, and Neolithic Age. 2. make a chart comparing Paleolithic Man, Neolithic Man and Man in the Age of Metal. 3. draw a historical map of the Mediterranean region illustrating the birthplaces of different religions. 4. prepare a report on democracy in ancient Greece. 5. using a blank map of Southeast Asia, identify the countries and their capital cities (label each correctly). 6. write a short essay on the Caste System. 7. write a short essay comparing the Buddhist and Hindu religions. 8. explain why the Dead Sea is often called Israel's mineral storehouse. 9. explain why diamond cutting has become an important industry in Israel. 10. prepare a report on Israeli attempts to provide food for the people and power for the factories. 11. research and report on "Italy's Land Problem." 12. explain why Palestine is called the Holy Land.	Rise of the West, W. H. McNeil Our World and Its People, Kolevzon and Heine World History and Cultures, Habberton, Roth and Spears Man's Cultural Heritage, P. T. Welty.

EVALUATION: The student will indicate knowledge of the different world cultures by citing, orally or in writing, similarities, differences and their mutual dependence.

ACTIVITIES	RESOURCE
13. compare Athens and Sparta socially, economically and politically. 14. give an overall view of social life in ancient Greece. 15. describe the organization of the Christian church and discuss the church's influence in the period following the fall of Constantinople. 16. discuss reasons for the decline of Rome. 17. explain the importance of the Crusades. 18. write a paragraph outlining the religious struggle in Europe during the Reformation and describe Martin Luther's role in this struggle. 19. list the reasons for the American Revolution. 20. write a paragraph describing the reasons for the French Revolution, what took place, and what had happened to the Revolution by 1880.	

SUBJECT: American History LEVEL: 11

TOPIC: Politics and Social Growth

GOAL: To expose students to the following concepts: 1. The Federal government has been protecting civil rights, preventing social injustices, and improving the lives of its citizens. 2. American lifestyles have improved since World War II and American Culture has reflected those political, social and economic changes.

STUDENT OBJECTIVE: 1. Describe the role of the Federal government in civil rights and social welfare. 2. List the ways America's life styles and cultures have changed since WW II. 3. Describe how the Federal government protected civil rights and met social problems during the 1950's and 1960's.

ACTIVITIES	RESOURCE
The student will: 1. compile a report on governmental programs such as health, education, welfare and housing. 2. stress or emphasize the following items about the program created in #1: a. the law that created the program b. the agency responsible for carrying out the program (federal, state or local). c. the individuals affected by the program. d. evaluation of the program. 3. discuss (class) the question "Are government programs meeting the needs of the people they were set up to serve?"	Downtown, Our Challenge in Urban Problems, by Robert Liston Automation:The Challenge of Men and Machines, by Joel Seldin Filmstrip: "America's Changing Lifestyles", Social Studies School Services Resource person from the Department of Housing and Urban Development

EVALUATION:

The student should be able to discuss the steps our government has taken to ensure the basic rights and needs of all American citizens. This knowledge could be demonstrated by the learning activity above and by teacher-made test.

SUBJECT: American History LEVEL: 11

TOPIC: The Industrial Revolution

GOAL: 1. Examine the geographic, economic, political and social growth of the United States in the first half of the 19th century. 2. Recognize why different sections of the nation developed varying political, economic and social interests.

STUDENT OBJECTIVE: 1. Discuss the major population changes in the United States in the first half of the 19th century and explain their significance to the economic development of the nation. 2. Discuss the factors of production. 3. Discuss the impact of the Industrial Revolution on the economy.

ACTIVITIES	RESOURCE
The student will: 1. construct tables, charts, and graphs on immigration, total population and growth of cities, based on statistics from 1790-1860. 2. make bulletin boards on jobs created by the Industrial Revolution. 3. report on pioneers during the Age of Industrialization, such as Eli Whitney or Henry Bessemer.	Historical Statistics of the United States: Colonial Times to 1957, United States Bureau of the Census. The Golden Threads: New England Mill Girls and Magnates by Josephoon Hannah Filmstrip: Industry Changes in America, Eye Gate Resource Person: Labor Union Leader

EVALUATION:

The student will discuss orally, or in writing, three effects of the Industrial Revolution on the United States.

SUBJECT: Science LEVEL: 7

TOPIC: Animal Organs and Systems

GOAL: Examine the structure and function of an animal's body parts.

STUDENT OBJECTIVE: The student will classify vertebrates and invertebrates, explain the relationships between enzymes and digestion, circulatory, nervous and skeleton systems, and how related careers contribute to our lives.

ACTIVITIES	RESOURCE
The student will: 1. read the chapter, and complete his/her assignment. 2. watch the film, "Classifying Animals," and discuss animal classification. 3. complete textbook experiment. 4. view film, "The Heart and Circulatory Systems." 5. discuss the Circulatory System. 6. complete laboratory activity - Dissect Frog. 7. complete laboratory activity - Dissect Heart. 8. discuss the Nervous System. 9. discuss the Endocrine and skeleton systems. 10. listen to a resource person. 11. select a career associated with the science of zoology and explain how these careers contribute to our lives. 12. visit a veterinary clinic.	Textbook: <u>Focus on Life Science</br><u>Life Science - A Learning Strategy for the Laboratory</u> Films: "Classifying Animals" "Dissection and Anatomy of a Frog" "Frog, A Familiar Amphibian" "Frog, An Investigation" "The Frog Watchers" "Heart and Circulatory Systems"

EVALUATION:

Post Test

SUBJECT: Science LEVEL: 7

TOPIC: Evolution Theory

GOAL: To evaluate the theory of evolution, natural selection and mutations.

STUDENT OBJECTIVE: The student will examine fossils, their degree of complexity in structure and explain the concept of change and descent and discuss related jobs.

ACTIVITIES	RESOURCE
The student will: 1. read the chapter and complete worksheet. 2. discuss fossilization, after viewing the film "Fossils - From Site to Museum." 3. participate in class activity. Determine the density of petrified wood. Graph each geologic period. 4. Complete laboratory activities 10 and 11. 5. discuss evolution. 6. list various jobs related to fossils. Paleontology.	Textbooks: Focus on Life Science Life Science - A Learning Strategy Film: "Fossils - From Site to Museum."

EVALUATION:

Post Test

SUBJECT: Science LEVEL: 7

TOPIC: Animal Tissue and Cells

GOAL: The student will gain an understanding of the nature of cells, tissues, and their roles in life activities.

STUDENT OBJECTIVE: The student will be able to explain the relationship between cells and tissues and discuss careers related to the unit.

ACTIVITIES	RESOURCE
The student will: 1. read the chapter and complete the worksheet. 2. participate in a discussion of cells and tissues. 3. complete laboratory activity - cell study. 4. complete textbook activity - microscope study of muscle, skin and blood. 5. discuss RNA and protein - DNA. 6. complete text activity, view film and discuss careers related to the unit.	Textbook: <u>Focus on Life Science</u>, Charles H. Heimler <u>Life Science: A Learning Strategy for the Laboratory</u> Films: "Tissues of the Human Body" "Cells: A First Film" "Cell Division" "Is a Career in the Natural Sciences for You?"

EVALUATION:

Post Test

SUBJECT: Science LEVEL: 7

TOPIC: The Human Body

GOAL: The student will gain an understanding of human anatomy, body organization and how technological improvements affect one's health, diagnostic/preventive.

STUDENT OBJECTIVE: The student will consider the impact of technological advances on health care, the structure and function of the skeleton, bones, muscles, cells, tissues, and the relationship between structure and function; examine related jobs.

ACTIVITIES	RESOURCE
The student will: 1. read pages 258-331 in the textbook. 2. select a partner, conduct research on the origin, study and history of human anatomy. 3. discuss with resource people, new techniques which may improve medical treatments. 4. select one career area studied in this unit, write a report on how technological advances have contributed to improved health care and understanding of human anatomy. 5. devise and carry out experiments designed to demonstrate body processes and functions (osmosis, diffusion, etc.). 6. examine. draw and label, slides of various kinds of cells and tissues. 7. study the function and physiology of each body system.	Textbook: Focus on Life Science Resource People: Doctor, cardiologist, radiologist.

EVALUATION:
The student will demonstrate his/her understanding of technological advances and improved production by writing a report describing a new medical technique, procedure and/or test designed for use in the diagnosis and treatment of diseases in human beings.

SUBJECT: Science LEVEL: 7

TOPIC: The Metric System

GOAL: An assessment of the social and technological changes that have forced the adoption of the metric system in the United States and recognition of careers which may require proficiency in the use of the metric system.

STUDENT OBJECTIVE: Recognition of technology's role in the elimination of certain jobs, while creating others, making it necessary to retrain the labor force, and identification of careers which require mastery of the metric system.

ACTIVITIES	RESOURCE
The student will: 1. study the history of the English and metric systems. 2. discuss the rationale for adoption of the metric system in the United States. 3. view filmstrips: (1) "Why Go Metric?" (2) "History of the English System," (3) "History of the Metric System." 4. complete basic units of the metric system for linear measurement, from the textbook. 5. measure metrically, the student's height, length of the classroom, width of a fingernail. 6. participate in a small group discussion on jobs requiring knowledge of the metric system today or may be required in the future. 7. share in a metric track meet (included).	Textbook: Probing the Natural World, pp 279-282. Filmstrips: "Why Go Metric?" "History of the English System" "History of the Metric System" Game: Metric Track Meet

EVALUATION:

The student will demonstrate his/her understanding of assigned activities by successful participation in the Metric Track Meet.

METRIC TRACK MEET

Rules:

1. Teams will be chosen; each team will select a captain. Each team member must participate.
2. Captains are responsible for turning in event sheet with two entrants in each event; one recorder; and one measurer.
3. Each team is responsible for measuring and recording their entrant's score.
4. Scores will be returned to the classroom for averaging.
5. A winner will be named in each event according to the highest average and an overall winner based on the point system. The point system shall be as follows:

   1st place - 10 points

   2nd place - 8 points

   3rd place - 5 points

   4th place - 3 points

   5th place - 1 point
6. Each team must consist of an even number of boys and girls, if possible, there will be five teams.
7. Captains are to see that their entry form is filled in properly. Make two copies; one for recorder and one for teacher.
8. On day of track meet, wear appropriate clothing.
9. All measurements will be <u>metric</u>.

METRIC TRACK MEET

Team Name_____ Period_____

Captain:_____

Long Jump	100 Meter Dash	50 Meter Run
1.	1.	1.
2.	2.	2.
Recorder:	Recorder:	Recorder:
Measurer:	Measurer:	Measurer:

Vertical Jump	Softball Throw
1.	1.
2.	2.
Recorder:	Recorder:
Measurer:	Measurer:

METRIC TRACK MEET RESULTS

Team Winners

1st place - Demon All-Stars	68
2nd place - Silver Bullets	50
3rd place - Stephenson's Team	40
4th place - Ark. Pussycats	22

Individual Winners

1st place - David Torres	23
2nd place - Cora Medlock	20
3rd place - Mike Moore	17
4th place - David Roberts	14
5th place - Dorothy Thomas	12

Softball Throw

1st place - Cora Medlock	35.5 m
2nd place - Kathy Songer	23.8 m
3rd place - Dena Ruple	19.0 m
4th place - Lisa Roark	17.0 m
5th place - Sharon Mandrell	16.8 m

Football Throw

1st place - David Torres	27.2 m
2nd place - Clay Whiting	22.0 m
3rd place - Dale Thayer	20.0 m
4th place - Wallace Wilkins	17.0 m
5th place - Mike Shuford	16.0 m

Girls Dash

1st place - Cora Medlock	36.3 m
2nd place - Sharon Litton	31.5 m
3rd place - Dorothy Thomas	31.36 m
4th place - Michelle Mitchell	31.2 m
5th place - Karla Williams	30.3 m

Boys Dash

1st place - David Torres	33.8 m
- Mike Moore	33.8 m
3rd place - Brian Thompson	32.0 m
4th place - David Roberts	31.0 m
5th place - Mike Shuford	30.0 m

Vertical Jump

1st place - Charles Martin	37.5 cm
- Karla Williams	37.5 cm
3rd place - Kathy Songer	33.5 cm
4th place - David Torres	32.1 cm
5th place - Missy Stephenson	28.7 cm

Standing Broad Jump

1st place - David Roberts	2.00 m
2nd place - Mike Moore	1.95 m
3rd place - Dorothy Thomas	1.795 m
4th place - Susan Perry	1.73 m
5th place - Christi Weaver	1.59 m

Problems:

1. Find the average of the total team scores.
2. Find the average of the individual scores.
3. Find the average score for each of the different events.
4. Change each measurement to:

   (a) centimeters
   (b) millimeters

SUBJECT: Science LEVEL: 7

TOPIC: The Microscope and its Use

GOAL: The student should be able to list the desirable characteristics of a microbiologist and understand that proficiency in certain subject areas is necessary to enter certain occupations.

STUDENT OBJECTIVE: Identify learning experiences in school which have improved his/her ability to follow a particular career direction, and/or enable him/her to make career adjustments, if necessary.

ACTIVITIES	RESOURCE
The student will: 1. listen to teacher explanation of the care and proper procedures to be followed in the use of the microscope. View filmstrip. 2. name and explain the function of the parts of the microscope. 3. watch demonstration on using the microscope perform the same exercise. 4. discuss the importance of the microscope in the discovery of bacteria. 5. examine prepared slides of bacteria; draw, label and discuss classifications. 6. discuss virus with a resource person, and how the knowledge acquired in Life Science is applied to the work of the resource person. 7. identify, using occupational resource file, occupations in which knowledge and skills acquired in Life Science could be employed. 8. relate knowledge he/she has acquired to occupations, as medical technologist, medical researcher, microbiologist, cytologist, dietitian, public health officials.	Textbook: Focus on Life Science, pp 11-15 Filmstrip Resource person (Microbiologist)

EVALUATION:

The student's ability to relate the methods and techniques used in studying microorganisms and the basic life activities learned in life science which have improved his/her ability to follow a career area that will utilize the information learned in the unit.

SUBJECT: Science LEVEL: 7

TOPIC: Force and Work

GOAL: Identify and describe the types of simple machines. Conduct experiments and perform calculations on the work and efficiency of levers and simple machines.

STUDENT OBJECTIVE: The student should realize that technological changes will affect his/her work and lifestyle. Recognition of the types of levers and how they make man's work easier.

ACTIVITIES	RESOURCE
The student will: 1. read pages 43-53 in the textbook. 2. discuss and illustrate each type of lever. 3. investigate, through reading, the historical development of the machine. 4. observe as the teacher demonstrates how to calculate the work done by measuring forces and distances. 5. in groups of two, calculate the work completed in various experiments. 6. research through reading, the problems that hindered the development of machines. 7. participate in a discussion, identifying and listing simple machines that have made or will make his/her work easier, or that have increased his/her leisure time. 8. discuss types of levers - 1st, 2nd, and 3rd class. 9. identify types of simple machines - levers, screws, inclined plane, pulley, wedge. 10. explain how machines make work easier. (Change magnitude of force, changing direction, changing speed of force.) 11. demonstrate units of measurement used to calculate work; force-Newtons; distance-meters; work-Newton meters. 12. experiment with the efficiency of machines, demonstrating input/output work. Study the correlation of each machine to determine if it is a perfect machine. What happens to energy that is lost?	Textbooks: Probing the Natural World, I Exploring Our World, pp 88-104

EVALUATION:

Successful completion of experiments, and verification of his/her comprehension-written or oral, of technological changes studied, will be the evaluative criteria.

ACTIVITIES	RESOURCE
13. discuss how technological changes are reflected in the refinement of the principles of the lever and simple machines, and how that refinement affected, or will affect his/her lifestyle.	

SUBJECT: Science LEVEL: 7

TOPIC: Life Science

GOAL: To help the student understand life in terms of the characteristics and classifications based on similarities and differences among organisms.

STUDENT OBJECTIVE: He/she will be made aware of the career potentialities in Taxonomy - the advantages and disadvantages.

ACTIVITIES	RESOURCE
The student will: 1. read the chapter and complete the worksheet (included). 2. discuss identifying traits and characteristics of organisms. 3. list activities needed to keep an organism alive. 4. participate in a discussion of energy forms and consumption, classification according to similarities, differences and relationships. 5. complete workbook activity: Lima beans are living. 6. select two living things from a list and use the photo essay to classify them in the proper phyla. 7. identify and discuss various careers associated with Taxonomy. 8. form groups of career clusters and report on: a. required training. b. job qualifications c. pay scale d. job availability e. advantages/disadvantages 9. complete workbook activities - A Classified Paper and Put Your Bug in Order	Films: "Classifying Animals" "Life in an Aquarium" "How Insects Help Us" Textbook: Focus on Life Science Life Science - A Learning Strategy

EVALUATION:

Post Test

Junior High

LIFE SCIENCE WORKSHEET

Test: Focus on Life Science

1. What kinds of traits are used to identify living things?
2. What is an organism?
3. Name five organisms.
4. What characteristics do organisms have in common?
5. What is a life span?
6. How are characteristics of an organism determined?
7. What does extinct mean?
8. Name three extinct animals.
9. What is energy?
10. Name seven different kinds of energy.
11. How do organisms obtain and use energy?
12. What is oxygen?
13. What is respiration, environment, and behavior?
14. Define taxonomy.
15. Who proposed the modern classification of taxonomy?
16. Define classification.
17. Define cladistic analysis.
18. Name the scientist responsible for cladistic analysis.
20. Define kingdom.
21. Name three kingdoms.
22. Name the sub-clissification of each kingdom.
23. Define species, breed, and genus.
24. Why are organisms given scientific names?
25. What are the two parts of a scientific name?
26. Why is Latin used in scientific names?
27. What is the theory of natural selection?
28. What is adaptation?
29. How could natural selection cause new species to develop?
30. What is spontaneous generation?
31. Why did no growth occur in Pasteur's shaped flasks?
32. State three theories which explain the origins of life on earth.
33. What evidence supports the origin of life by spontaneous generation?
34. Define amino acids.
35. Define protein.
36. Define exobiology.
37. What is extraterrestrial life?
38. Define metabolism.
39. Why do some scientists believe life exists on Mars?
40. What signs of life are Viking scientists looking for on Mars?

SUBJECT: Health/Science LEVEL: 7-9

TOPIC: The Heart

GOAL: Explore careers associated with the care of the heart, determine what preventive measures can be taken to insure a healthy heart, and examine in detail the effect one's heart condition may have on his/her career.

STUDENT OBJECTIVE: The student should orally, or in writing, reveal his/her comprehension by answering the following questions: (1) What makes blood red? (2) Why is high blood pressure dangerous? (3) How can one reduce his/her chances of having a heart attack?

ACTIVITIES	RESOURCE
The student will: 1. use a sphygmomanometer to check his/her blood pressure. 2. check/count pulse beats, using a sphygmograph, if one is available. 3. on a poster board, make lung illustrations. 4. check/determine blood types of students in the class. 5. secure from a slaughter house a heart to aid him/her in his/her study of the heart. 6. listen to a hematologist's presentation on diseases of the heart. 7. on a chart, trace the flow of blood through the heart. 8. make a bulletin board entitles "A Career in Hearts" emphasizing jobs associated with the care of the heart. Example: cardiologist, heart surgeon, hematologist.	Films: "The Heart" "Heart, The Counter Attack" "I'm Joe's Heart" "New Hearts for Old" "Circulation and the Body" "Work of the Blood" Arkansas State Health Dept. "The Heart-How It Works" "High Blood Pressure" American Heart Association 44 East 33rd Street New York, N. Y. 10010 Resource persons: Doctor Nurse Hematologist Lab Technician

EVALUATION:

The student will label the parts of the heart (on a diagram) and list three factors that cause or influence heart attacks.

SUBJECT: Science/Career Awareness LEVEL: 8

TOPIC: Marine Science-Ocean Fishing

GOAL: Help students realize that we are not only concerned with the fishing industry in Arkansas, and the United States, but the fishing industry world-wide, as well as the careers it involves.

STUDENT OBJECTIVE: Students will begin to recognize the significance of the fishing industry, as a source of food and jobs for the world's large population.

ACTIVITIES	RESOURCE
The student will: 1. produce a map of fishing areas of the world, indicating which have fleets and are exporters. 2. research types and places of fishing. 3. discuss international conflicts related to the fishing industry. 4. give a report on fishing as a sport (those students who like to fish). 5. watch a slide presentation on the fish hatcheries of Arkansas and discuss related occupations.	American Fisheries Society National Wildlife Federation Tow Boats A Coming Arkansas Wildlife Commission International North Pacific Fisheries Commission Slide/Cassette: "Fish Hatchery"

EVALUATION:

Objective multiple choice test on fishing.

SUBJECT: Science/Career Awareness LEVEL: 8

TOPIC: Careers in Science

GOAL: To acquaint 8th grade students with careers that require a degree in science or ones that require a science background.

STUDENT OBJECTIVE: Study contributions made by scientists in a particular field of work.

ACTIVITIES	RESOURCE
The student will: 1. select one career that requires either a degree in science or background in science. 2. make a poster on the chosen career. 3. discuss the information gathered for the posters from the following aspects: a. How much science is required? b. What type of science? c. Opportunity for advancement. d. Working conditions. 4. use the posters to study contributions of scientists in a given field of work, as botany, biology, chemistry, oceanography, space exploration, etc. 5. make posters showing various occupations that require science courses and list the required courses.	Textbook Career Orientation Teachers (local) Books and tapes on science courses.

EVALUATION:

Oral or written reports on great scientists, using the following outline: Background of scientist; a major scientific achievement; an interesting incident in the scientist's life.

SUBJECT: Science/Career Awareness LEVEL: 8

TOPIC: Your Place in Today's Science

GOAL: The teacher hopes to change the attitudes of students toward scientific careers by showing the student that all science careers do not require a college degree.

STUDENT OBJECTIVE: The student will identify careers in science and will amass information about jobs in the field of science he/she has an interest in.

ACTIVITIES	RESOURCE
The student will: 1. consider information the teacher will supply (lecture) on careers connected with science. 2. identify careers in science one can enter without a college degree. 3. discover technical fields (careers) and vocational/technical schools in the State of Arkansas that prepare students for these occupations. 4. make a report on a science related career of his/her choice. 5. Use the Chronicle Occupational Briefs to complete research on a chosen career choice (science).	Careers for the 70's Careers for the 80's You're in NASA A Job With A Future in the Petroleum Industry A Job With A Future in the Steel Industry Aim For A Job in the Textile Industry Your Future in Forestry Your Career in Parks and Recreation

EVALUATION:

Success in attaining information on careers in science that do not require a college degree and identifying those careers requiring a degree for the advanced student.

SUBJECT: Science/Career Awareness LEVEL: 8

TOPIC: Meteorologist

GOAL: To develop in the student an appreciation for careers in atmospheric research.

STUDENT OBJECTIVE: The student will determine how weather is predicted, the importance of weather forecasting and how space exploration may help us make better weather forecasts.

ACTIVITIES	RESOURCE
The student will:	
1. define meteorology.	Library
2. discuss the duties of a meteorologist.	Newspapers
3. list four places where a meteorologist may be employed.	Weather maps
4. list the requirements for becoming a meteorologist.	
5. observe cloud formations and identify types of clouds.	
6. construct a sample hygrometer (instructions included).	
7. discuss how a balloon or satellite is used in weather forecasting.	
8. make a field trip to a weather station.	

EVALUATION:
The student will prepare an "interest center" on Meteorology, construct hygrometers and an aneroid barometer. He/she will summarize all information studied related to meteorology.

Grade 8

CORRELATING ACTIVITIES:

1. Make a simple hygrometer by taking two thermometers and placing a piece of wet cotton on the bulb of one leaving the other one dry. Amount of moisture may be determined by the difference in degrees.

2. Have students bring in weather pictures from newspapers which show areas of highs and lows.

3. Learn the special careers of a meteorologist as listed below:

   a. Synoptic - immediate and long range weather.

   b. Physical - studies chemical properties of the atmosphere.

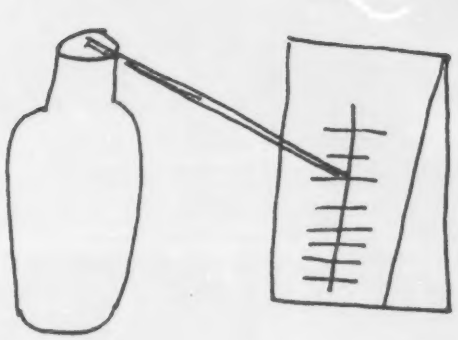
   c. Instrumental - develops instruments used in measuring atmospheric conditions.

VOCABULARY:

Meteorology
Psychrometer
Thermometer
Barometer
Wind vanes
Atmosphere
Rain gauges
Ceilometers
Nephoscapes
Anemometers
Warm front
Cold front
Stationary front
Jet stream
Polar front
Geography

CONSTRUCTION FOR ANEROID BAROMETER:

1. Fasten a circle of rubber from a balloon over the top of a milk bottle or similar bottle. Tape or tie it securely in place. Put a drop of glue or rubber cement in the center of the rubber cap. Gently place one end of a broom straw in the glue. Put a cardboard scale at the free end of the straw.
2. The slight movement of the straw up and down the scale indicates changes in air pressure. A record will be kept of each daily reading so that comparisons can be made.



SUBJECT: Health/Science LEVEL: 7-9

TOPIC: Tobacco

GOAL: Assess the correlation between tobacco, health problems attributed to tobacco consumption and the death rate.

STUDENT OBJECTIVE: Determine the substances found in smoke, ascertain the effects of smoking on the body and discover why many smokers find it difficult to stop smoking.

ACTIVITIES	RESOURCE
The student will: 1. conduct a survey to determine the number of relatives who smoke and the rate of cigarette consumption. 2. collect and display magazine and newspaper advertisements of tobacco products. 3. administer Smoker's Self-Test. 4. obtain and discuss U. S. Public Health Service ratings of tar and nicotine content in various brands. 5. debate the statement: Smoking areas should be provided for students. 6. initiate a noon hour kick-the-habit clinic. 7. report on cancer related deaths. 8. list all of the jobs involved in the production of tobacco, from planting to marketing the product. 9. Survey the working community to determine if "No Smoking" is a job requirement and if they are smoking related employee problems.	Films: Arkansas Lung Association: "The Battle to Breathe" "As We See It" "Is It Worth Your Life?" "Point of View" American Cancer Society: "To Smoke or Not to Smoke" "Is Smoking Worth It?" "Who Me?" "Let's Call it Quits" Speakers: Representatives from Arkansas Lung Association American Cancer Society State Health Department

EVALUATION:

Students will list five tobacco related health hazards.

SUBJECT: Biology-Life Science LEVEL: 10-12

TOPIC: Careers in Science - Botany as it relates to a Forest Ranger/Naturalist.

GOAL: To explore the occupational outlook of careers in Forestry and to consider the consequences of having or not having botanical training.

STUDENT OBJECTIVE: The student will identify ten different leaves, describe soil compositions five trees could live on and present ten Botany related concepts used by a Naturalist/Forest Ranger.

ACTIVITIES	RESOURCE
The student will: 1. investigate the trees in his/her geographical area and decide, as a Naturalist/Forester, which trees are most valuable to certain industries. 2. explore the school campus, distinguish and describe the trees he/she observed. 3. collect soil samples and decide which trees would grow best in certain soil sample areas. 4. listen to a Naturalist who will speak to the class about his/her profession. 5. participate in a class discussion on Forestry.	Textbook Resource person: Naturalist/Forest Ranger

EVALUATION:

He/she will be evaluated on his/her performance and how well he/she completes all activities.

SUBJECT: Biology/Life Science LEVEL: 10-12

TOPIC: Zoology as a preparatory course for a career in taxidermy.

GOAL: To determine the educational importance of a course in zoology in preparing oneself for a career in taxidermy.

STUDENT OBJECTIVE: Describe how three different animals should be mounted, identify ten animal skulls as a taxidermist would and, using ten specifications, mount a mouse.

ACTIVITIES	RESOURCE
The student will:	
1. investigate the procedures for mounting animals.	Textbook
2. mount a mouse, using a set of specifications.	School library
3. discuss the science of taxidermy.	Resource perosn:
4. participate in a question/answer session with a local taxidermist.	Taxidermist

EVALUATION:

The student will mount a mouse following the procedure described in Activity 1.

SUBJECT: Science LEVEL: 11-12

TOPIC: Earth Science

GOAL: Study the availability of jobs in earth science and determine which characteristics of the jobs are positive/negative for the student.

STUDENT OBJECTIVE: Students will consider the following characteristics of careers in earth science: job location (inside-outdoors) educational requirements, salary, length of training time, physical requirements and advancement opportunities.

ACTIVITIES	RESOURCE
The student will: 1. be given the following list of jobs in earth science and asked to choose one from the list. After the student has made his/her choice he/she will be asked to research the job by either interview or library research and prepare a report for the class. Reports will then be made orally to the class and the students will be asked to discuss how they feel about the job. Geologist, ore processor, mine engineer, plant farming, meteorologist, oil field worker, oceanographer, mineralogist, petroleum engineers, civil engineers, animal farming, weather monitor, miner, map maker, seismograph operator, soil scientist, heavy equipment operator, forestry and use planner, quarry operator, surveyor. 2. listen to resource speakers from the list in Activity 1 who will discuss their careers with the class. 3. role play the unit on land use planning. The class will be shown a map of an area that is available for development, and divide into groups. Assign one group to represent an industry, a school, a group that wants to build a warehouse, a group that wants to develop the area into a park, a group that wants to preserve the area in its natural state. Give the groups individual maps of the area and have them draw on the map where their facility would be and things that would have to be built such as roads, utilities and support facilities. Have each group make a presentation to a committee of judges who will decide the final use of the area.	Textbook Guest speakers

EVALUATION:

The student will identify the positive/negative factors of the career he/she chose to report on orally in earth science and his/her participation in the simulation activity.

SUBJECT: Science (Household and Consumer Chemistry) LEVEL: 11-12

TOPIC: Careers in Paper Plant Operation

GOAL: To consider the variety of careers associated with the maintenance, supervision and operation of a paper plant.

STUDENT OBJECTIVE: The student will compare the occupations in a paper plant, according to the job's title, educational requirements, duties, degree of difficulty, fringe benefits and advancement opportunities.

ACTIVITIES	RESOURCE
The student will: 1. identify and list on the chalkboard, jobs associated with the maintenance and operation of a paper plant. Suggested career areas include: sales, personnel, quality control, operations, safety, security, environmental preservation and public relations. 2. select from the list in Activity 1, occupations requiring a college degree or more. Compare the salaries, working conditions, hours worked, location and advancement for each of the three levels of training. 3. study plant diagrams, job locations within the plant, and discuss plant conditions at these locations, such as heat, noise, humidity and smell. 4. discuss the amount of mental and physical work involved in each job. 5. participate in a field trip to Arkansas Kraft Corporation. 6. define the following terms: digesters, alkalinity, moisture content, quality control, operators, raw paper, plant chemist, technical jobs, paper density, impurities, spectrophotometers, extruders.	Textbook Arkansas Kraft Corporation

EVALUATION:

Student involvement in the activities and teacher made test based on the unit.

SUBJECT: Science LEVEL: 11-12

TOPIC: Careers in Nuclear Power Plant Operation

GOAL: To show an appreciation for the role of nuclear power plants in the creation of careers.

STUDENT OBJECTIVE: The student will recognize the significance of nuclear power plants in the job market.

ACTIVITIES	RESOURCE
The student will: 1. identify jobs in a nuclear power plant. Suggestions are: operators, nuclear engineers, monitoring personnel, refueling personnel, security guards, secretaries, electrical engineers, construction engineers, personnel department, chemist, physicist, janitors, biologist, environmentalist, health physicist, nuclear medicine, business manager, quality control person. 2. select specific jobs from the list in Activity 1, discuss the training/education, salary and advancement opportunities. 3. view the plant schematics, job sites and ask the student if he/she would like to be an employee: Why or why not? 4. describe a typical work day at the plant. 5. listen to a resource speaker from each department of the plant, who will discuss his/her job. 6. go on a field trip to Arkansas Nuclear One. 7. define the following terms: operator, core, fuel rods, reactor, generator, closed loop, ionizing radiation, support facilities, discharge water, thermal pollution, biological pollution, fuel pellets.	Textbook Arkansas Nuclear One

EVALUATION:
The student will verify orally, or in writing, his/her comprehension of the material studied and will relate some of the hazards connected with careers in a nuclear power plant.

SUBJECT: Resource/Learning Disabled/ Special Education

LEVEL: 7-12

TOPIC: Self Esteem (Concept)

GOAL: To create in the student an awareness of the characteristics that make up individuality and to aid him/her in the development of positive feelings toward himself/herself and others.

STUDENT OBJECTIVE: The student will analyze those factors that contribute to a wholesome attitude toward self and others, and identify desirable as well as undesirable traits in family, friends and self.

ACTIVITIES	RESOURCE
The student will: 1. read and discuss self-concept from the textbook. 2. use the dictionary to define a vocabulary list of traits (included). 3. in one class period, tell five positive traits of his/her classmates. 4. make a collage illustrating different personality traits. 5. select one of his/her best traits or characteristics, make a sketch, drawing or cartoon illustrating that trait or characteristic. 6. descirbe ten characteristics of positive and negative self-concepts. 7. recognize and identify positive self concepts within herself/himself. 8. sit in a large circle, underline his/her name at the bottom of a piece of paper to show that it is yours. pass the papers to the right, one at a time. As each classmate's paper comes to you, write at least one thing about that person you like. Do not make any negative comments. Fold the paper over your comments and those written before you, so they won't be seen by the next person. Continue until your own paper returns to you. Identify the positive characteristics mentioned about you most frequently.	Textbook Filmstrip Catalogues Vocabulary List Resource person: Home Economist.

EVALUATION:

Each student will report orally on how he/she perceives self-concept and its importance.

ACTIVITIES	RESOURCE
Vocabulary List: self-confidence maturity accepted rejected unhappy uneasy conceited personality support socialize consideration unselfish characteristics appreciation independent friend potential cooperation talent tactfulness prompt courtesy honest loyal responsibility attitude traits self-respect sportsmanship thoughtful	

SUBJECT: Resource/Special Education/ Learning Disabled

LEVEL: 7-12

TOPIC: Following Directions

GOAL: To introduce the idea of developing mental pictures to make directions easier to remember.

STUDENT OBJECTIVE: The student will exhibit his/her ability to read, interpret and follow directions by answering all detailed questions correctly.

ACTIVITIES	RESOURCE
The student will: 1. given a picture of symbols, write what he/she thinks each one means (list included). 2. use the dictionary to define words associated with following directions (included). 3. follow the directions for a recipe given in a cookbook and follow the directions on a food package label. 4. keep an appointment at a specific place, time and date. 5. repair an item of his/her choice and write the directions in sequential order. 6. read and follow the directions for medications (medicine labels). 7. using a globe or a large map, write the directions from one country to another, traveling by land, sea or air. Vocabulary list for Activity 6: medication, overdose, irritation, infection, serious, discontinue, exceed, dose, consult, physician, ill, drugs, aspirin, tablets. Signs and symbols for Activity 1: accidents, public, detour, fragile, caution, exit.	Textbook Vocabulary lists

EVALUATION:

The students will give directions on how to perform six different tasks in sequential order orally.

SUBJECT: Resource/Special Education/ Learning Disabled

LEVEL: 7-12

TOPIC: Communication: Telephone Services

GOAL: Use the Teletrainer to help students make telephone calls correctly, to instruct the students in the proper uses of the telephone and the telephone directory.

STUDENT OBJECTIVE: The cultivation of skills in using the telephone directory, the telephone and the Teletrainer as a means of effective communication.

ACTIVITIES	RESOURCE
The student will:	
1. make a classroom directory of his/her peers.	Teletrainer
2. alphabetize the names of classmates for the directory and insert their telephone numbers.	Telephone directory
3. read the yellow pages of the telephone book (directory) by answering questions requiring the use of guide words, and by correctly classifying businesses under the state guide words.	
4. listen to the teacher's instructions and use the Teletrainer to make specific calls.	
5. research the development of communication and give oral reports. Example: gestures, signals, symbols, telegraph, telegram and the Pony Express.	
6. read a telephone directory, answering questions about alphabetical order, identification of names, and telephone numbers.	
7. display proper etiquette when using the telephone.	
8. describe and demonstrate the five most common types of telephone calls.	
9. demonstrate the proper method of dialing a telephone number	
10. go on a field trip to a telephone company.	

EVALUATION:

Student directories and proper use of the Teletrainer will serve as evaluation criteria.

SUBJECT: Special Education/Learning Disabilities/ Resource

LEVEL: 7-12

TOPIC: Reading, completing forms and job applications

GOAL: The student shall demonstrate his/her ability to read a form, answer questions correctly and exhibit their understanding of completing forms by actually filling the forms out in class.

STUDENT OBJECTIVE: The student will print, write, space, spell and supply all information requested on a specific application.

ACTIVITIES	RESOURCE
The student will: 1. list five types of information required on all application forms. 2. write legibly on all forms. Neatness is essential. 3. use the dictionary to define words found on job applications (included). 4. fill out an application for a Social Security card. 5. show, by actually doing, the difference between printing and writing. 6. read and complete applications for employment. Job Application Vocabulary List: dependents, zip code, citizen, single, married, divorced, discharges, fired, relatives, employers, salary, application, address, Social Security, diploma, convicted, school, apply, experience, employment, attended, age, date, position, injury, graduate, weight, height	Filmstrip Business Education Teacher Business Firm Representative Job Application Vocabulary List

EVALUATION:
Completion of an application for employment, not previously seen by the student, and a written test on vocabulary words.

SUBJECT: Special Education/Language Arts, Science, Math, Social Studies, Art

LEVEL: 10-11

TOPIC: The Painter

GOAL: To develop in the special class student an awareness, knowledge and appreciation of the painter.

STUDENT OBJECTIVE: The student will give three qualifications of a painter, list four areas in which a painter might work and name five tools a painter uses in his/her work.

ACTIVITIES	RESOURCE
The student will: Language Arts 1. define vocabulary words related to the painter. 2. create a caption for a picture of an old faded house, and a newly-painted house. Illustrate this by either drawing a picture of the two houses or by cutting pictures from magazines. 3. identify and describe procedures used in painting a door, porch and steps. 4. name five different brushes a painter uses. EVALUATION: The student will construct a color wheel and identify: primary colors, secondary colors and complementary colors. Science 1. observe and describe some properties of paint. 2. explain the methods used in thinning paints. 3. describe how paints are mixed at the paint store. 4. using tempera, or water colors, construct a color-hue chart. 5. list five safety rules to follow when using or storing paints. EVALUATION: The student will list the qualifications of a painter, describe his/her tools, list places of employment and relate the significance of science to his/her career.	Working Makes Sense, Fearon Pittman Publishers Following and Reading Directions, Janus Book Publishers American Educator's Encyclopedia Sherwin Williams Paint Store 7th and Broadway, Little Rock Scales for weighing paint Materials: Chalk Paper Crayons Scissors Art Paper Typing Paper Magazine Newspaper

ACTIVITIES	RESOURCE
Mathematics 1. solve problems concerning the cost of paint and supplies, using the four basic operations - addition, subtraction, multiplication and division. 2. measure the length and width of one room and a window. 3. make change for amounts up to $50.00. 4. weigh one can of paint and one can of paint thinner. EVALUATION: The student will give orally, or in writing the qualifications of a painter, areas of employment, tools of his/her trade and explain how mathematics affects his/her job. Social Studies 1. describe three types of roofs. 2. discuss the importance of painting a house. 3. compare early and modern housing as it relates to color. 4. cut pictures from magazines and newspapers of houses painted from different eras. 5. describe his/her home, the interior and exterior colors. EVALUATION: The student will demonstrate how painters have influenced housing trends, styles and colors, through the years, by making models, drawings or collecting pictures.	

ACTIVITIES	RESOURCE
Art 1. experiment with chalk and paint using a variety of color and paper. 2. construct a mural using cutouts of basic shapes that have been painted. 3. spatter paint a design with a leaf on art paper. 4. make transfer paper with various colored crayons, press onto typing paper for desired effect. 5. create a bulletin board advertising various brands of paint. EVALUATION: As determined through teacher observation of completed activities.	

SUBJECT: Special Education/Vocational Education - CCE

LEVEL: High School

TOPIC: Writing a Letter of Application

GOAL: To expose the student to another method of seeking or applying for a job - The Letter of Application.

STUDENT OBJECTIVE: The student will identify three points that should be included in the body of a letter of application; state three reasons for the importance of neatness in the letter, and write a letter of application.

ACTIVITIES	RESOURCE
The student will: 1. complete the pre-test (included). 2. read and discuss with the teacher the information sheet (included). 3. listen to the resource person, a personnel director, as he/she discusses letters of application with the class. 4. view filmstrip, "Letters of Application" and discuss. 5. select a partner, write a letter of application to each other, and critique the letters. 6. receive assignment sheets, listen to instructions given by the instructor, and complete his/her assignment sheet (included).	Pre-test/post-test Filmstrip: "Letter of Application" Resource Person: Director of Personnel, Local Business Information Sheet Sample Job Application Letter Assignment Sheet #2 Test

EVALUATION:
The student will write a letter of application to a specific employer (pre-arranged) who will, either in person or in writing, critique the letter and return it to the student.

HANDOUT

WRITING A LETTER OF APPLICATION

SAMPLE JOB APPLICATION LETTER

633 North Monroe Road
Fayetteville, Arkansas 72701
March 15, 1978

Mr. Sam Q. Blank, Manager
The Acme Corporation
8123 Boulder Avenue
Tulsa, Oklahoma 74126

Dear Mr. Blank:

Mr. Jack Mathis, Director of the Fayetteville Area Vocational High School, Fayetteville, Arkansas, has suggested that I apply for the position of draftsman in your company. I shall appreciate your considering me as an applicant.

I am sure that I can be of benefit to your company in the position of draftsman. For your consideration, my qualifications are listed on the enclosed resume. From this sheet you may note that on June 1, 1978, I shall be graduated from Fayetteville Area Vocational High School. My major work has been in drafting.

May I have an interview at a time convenient to you? You may use the enclosed postal card to indicate when and where I may call.

Sincerely yours,

Robert G. Student

Enclosures

WRITING A LETTER OF APPLICATION

TEST

1. Match the following terms to the correct definition.

a. Letter of application	_____1.	A complete summary of a person's qualifications for work
b. Personnel Manager		
c. Resume	_____2.	A letter asking for a job
	_____3.	The person in a business or organization who has responsibility for hiring

2. In the space below, diagram a letter of application. Be sure to include all parts that should appear in the letter.

3. List three points that should appear in the body of a letter of application.

   a. First paragraph -

   b. Middle paragraph(s) -

   c. Last paragraph -

4. List three ways to identify the person to whom the letter is sent.

   a.

   b.

   c.

5. State three reasons for neatness on the letter.

   a.

   b.

   c.

6. If you haven't already done so, write a letter of application for a position that interests you. Your instructor will judge the letter.

WRITING A LETTER OF APPLICATION

INFORMATION SHEET

I. Terms and definitions

A. Letter of application - A letter requesting an interview for a job

B. Personnel manager - The person in a business or organization who has responsibility for hiring

C. Resume - A complete summary of a person's qualifications for work

II. Format of letter of application
This letter should include the following items:

A. Your complete address

B. The date when you write

C. Name and address of company where you are applying. (Also the name of the person you are writing to, if known.)

D. Salutation

E. Body of letter

F. Closing

G. Your signature

H. Your name typed

III. Three points that should appear in the body of the letter of application

A. First paragraph - Specify the postition of interest

B. Middle paragraph(s) - Give a few highlights of your qualifications for the job

C. Last paragraph - Politely request and interview at the employer's convience

IV. Three ways to identify the person to whom the letter will be sent

A. To identify the owner by name, try the phone book yellow pages

B. Call the company and ask the secretary for the name of the owner or personnel manager

C. Ask friends who work at the business where you are applying

(NOTE: If at all possible, you should send the letter to a person by name. This gives you a better chance for a response to your letter. Usually you should write the personnel manager, owner, or person named in the ad. Be sure you spell the name correctly.)

V. Three reasons why neatness is important in the letter of application

A. Your letter represents you and makes a first impression on the recipient

B. The recipient may not take the time to read a messy, sloppy, or grammatically incorrect letter.

C. The quality of your letter reflects your desire to get the job. The following may hint that you are not really interested in the job:

1. Dirty, wrinkled paper

2. Poor format

3. Poor penmanship; typing errors

4. Incorrect information

5. Spelling, grammar, punctuation errors

VI. Hints for writing a letter of application

A. Use regulation size white stationery and envelopes.

B. Typing the letter is preferable. If you make a mistake, do it over until it is right.

C. Use only one side of the paper. Try to use only one sheet of paper. Make it brief.

D. Check carefully for errors in spelling, punctuation, and grammar.

E. Be sure the person's name and also the firm's name are spelled correctly.

F. Do not mention salary until interview.

WRITING A LETTER OF APPLICATION

ASSIGNMENT SHEET - DRAFT BODY OF LETTER OF APPLICATION

Write the body of a letter of application for a position as a cashier, mechanic, clerk typist, gardener, or another position of interest to you.

SUBJECT: Special Education/Vocational Education - CCE

LEVEL: High School

TOPIC: Communication Skills for the Job Interview/Vocational Related Skills

GOAL: Demonstrate the correct way to communicate with a prospective employer during a job interview.

STUDENT OBJECTIVE: He/she shall distinguish between desirable/undesirable job applicant qualities an employer might observe during an interview and state six reasons why employers reject applicants after the job interview.

ACTIVITIES	RESOURCE
The student will: 1. take the pre-test - Communication Skills for Job Interviews (included). 2. view filmstrip, "The Job Interview" and discuss. 3. listen to and participate in simulated job interviews with the personnel director of a local business. 4. discuss the unit and specific objectives. 5. simulate a job interview (employer-applicant). 6. discuss the information sheet (included) and complete the assignment sheet (included). 7. complete the post-test (same as pre-test, included).	Pre-test/post-test Filmstrip: "The Job Interview" Communication Skills Information Sheet Assignment Sheets: Word Scramble Employer Interview Simulation

EVALUATION:

Complete test as directed (included). The student will differentiate between desirable/undesirable applicant qualities, demonstrate those qualities through role-playing activities and give six reasons for applicant rejection, after the job interview. (Pre-test/post-test)

COMMUNICATION SKILLS FOR JOB INTERVIEWS

TEST

1. Match the terms below to their correct definitions.

_____a.	Peculiar actions that annoy others	1.	Empathy
_____b.	Showing politeness and respect for others	2.	Positive attitude
_____c.	A method of expressing yourself verbally	3.	Body language
_____d.	Being aware of what to say and how to say it to maintain good relations with others	4.	Tone
_____e.	A confident outlook on everything	5.	Nervous mannerisms
_____f.	Body movements and facial expressions that convey a message to others without use of words	6.	Eye contact
_____g.	The manner in which you use your body and face to send messages to others	7.	Language
		8.	Courtesy
		9.	Tact
		10.	Non-verbal communication

2. For each item on the list below, mark "D" if it is a desirable quality at the job interview, or "U" if it is undesirable.

_____a. Eye contact

_____b. Answer "yes" or "no" to open-end questions

_____c. Talk disrespectfully about a former employer

_____d. Appear ill at ease

_____e. Make your answers clear and short, but with enough detail

_____f. Pronounce words clearly

_____g. Take over the conversation

_____h. State your name in a natural manner

_____i. Share your troubles with the interviewer

_____j. Address the interviewer by name

COMMUNICATION SKILLS FOR JOB INTERVIEWS

INFORMATION SHEET

I. Terms and definitions

A. Body language - The manner in which you use your body and face to send messages to others. This can be done consciously or unconsciously

B. Courtesy - Showing politeness and respect for others

C. Language - A method of expressong yourself verbally

D. Nervous mannerisms - Peculiar actions that annoy others, usually done unconsciously. Example: Touching hair, biting nails, and twitching part of body

E. Positive attitude - A confident outlook on everything

F. Tact - Being aware of what to say and how to say it to maintain good relations with others

G. Non-verbal communication - Body movements and facial expressions that convey a message to other people without use of words

II. Qualities an Interviewer looks for during an interview

A. Desirable qualities (TM 1, TM 2)

1. Know something about the company before you go for the interview. This shows that you are interested.

2. Smile as you introduce yourself.

3. Adress interviewer by name during the interview. Example: Mr. Smith, Mrs. Jones, Ms. Black

4. Common courtesies are a must! Use "yes, sir," "no, ma'am."

5. State your name in your most natural manner.

6. Eye contact is important so you will not appear bored or uninterested.

7. Answer questions immediately - hesitation is not good.

8. Make your answers clear and short, but with enough detail.

9. Speak intelligently and pronounce words clearly.

10. Feeling a little tension may be good. (Keeps you on your toes.)

COMMUNICATION SKILLS FOR JOB INTERVIEWS

ASSIGNMENT SHEET #1 - UNSCRAMBLE WORDS

Listed below are several words that have been used in this unit. See how many words you can unscramble.

1. esortcuy
2. dyob gleanuge
3. seivpot eauttit
4. atct
5. sneuvro sreinsmnam
6. aengulag
7. onn bvlaer ncooimtmaucin

COMMUNICATION SKILLS FOR JOB INTERVIEWS

ASSIGNMENT SHEET #2 - INTERVIEW AN EMPLOYER

The purpose of this activity is to help you develop good human relations with employers. Interview an employer in a local company and report your findings to the class. A suggested list of questions is provided for you to use during the interview. You can use all or some of the questions, or add your own.

1. How well do you like your job? Why?
2. Do you ever get frustrated with your job?
3. What areas of your work do you enjoy most?
4. How long have you held this position?
5. How many employees do you supervise?
6. What qualities do you look for when you interview a prospective employee?
7. What qualities "turn you off" to an applocant during an interview?

ASSIGNMENT SHEET #3 - ROLE PLAY

In this activity you will "role play" a job interview. This activity will give you practice in what is appropriate for the job interview. Choose a classmate to pair up with you. Decide which will be the interviewer and which will be the applicant. Act out the interview in front of your class or instructor, then switch roles and act out another interview. The class can discuss good and bad points about each interview.

SUBJECT: Special Education/Vocational Education - CCE

LEVEL: High School

TOPIC: Employee-Enployer Communications

GOAL: The student will apply effective communication skills when he/she is exchanging information, ideas and feelings on the job.

STUDENT OBJECTIVE: List six suggestions for improving self-expression, demonstrate by example, one-way, two-way, indirect and non verbal communication.

ACTIVITIES	RESOURCE
The student will:	
1. complete the pre-test (included).	Pre-test/Post-test
2. view filmstrip, "Employer-Employee Communications."	Filmstrip: "Employer-Employee Communications"
3. discuss the importance of employee-employer communications with an employer who will visit the class.	Information sheet
4. receive objectives, information and sheets.	Assignment sheet #5
5. examine the unit, specific objectives and complete assignment sheet (included).	Resource person: Local employer

EVALUATION:

Complete test as directed (included).

EMPLOYER - EMPLOYEE COMMUNICATIONS

TEST

1. Match the terms on the left to the correct definitions.

_____a.	Body language	1.	Involving words
_____b.	Communication	2.	Using the spoken word
_____c.	Inflection	3.	Change in tone or pitch of voice
_____d.	Non-verbal	4.	Not responding to the sender's message
_____e.	Oral	5.	Without use of words
_____f.	Receiver	6.	The person who gets the message
_____g.	Sender	7.	Using a dictaphone or public address system
_____h.	Verbal	8.	Movements or positions of the face or body which convey a message to an observer
		9.	The person who begins the message and directs it toward another person
		10.	The act of transmitting a message from sender to receiver

2. Write a short paragraph explaining the purpose of communication.

3. Write an example for each of the following types of communication.

   a. One-way:

   b. Two-way:

   c. Indirect:

   d. Non-verbal:

4. List six suggestions for improving self-expression.

   a.

   b.

   c.

   d.

   e.

   f.

EMPLOYER - EMPLOYEE COMMUNICATIONS

ASSIGNMENT SHEET #5 - RATE YOURSELF ON SELF-EXPRESSION

Put a check mark in the column that best describes your behavior in each of the following areas:

	Not often	Sometimes	Usually	Always
I know what I am going to say before I say it.	_____	_____	_____	_____
I am a good listener.	_____	_____	_____	_____
I am aware of my own body language.	_____	_____	_____	_____
I watch the body language of others for cues on how well they understand me.	_____	_____	_____	_____
I don't repeat myself unnecessarily.	_____	_____	_____	_____
My ideas are clear to a listener.	_____	_____	_____	_____
I ask questions or otherwise check to be sure I am understood.	_____	_____	_____	_____
My body language doesn't send a different message from the one I am speaking.	_____	_____	_____	_____
I am courteous and respectful to my listeners.	_____	_____	_____	_____

(If you have many checks in the two columns on the left, you may need to practice effective communication skills.)

EMPLOYER - EMPLOYEE COMMUNICATIONS

INFORMATION SHEET

I. Terms and definitions

A. Communication - The act of transmitting a message from sender to receiver

B. Sender - The person who begins the message and directs it toward another person or persons

C. Receiver - The person who gets the message and responds by ignoring it, by taking some action, or by sending a responding message back to the sender

D. Verbal - Involving words

E. Non-verbal - Without use of words

F. Inflection - Change in tone or pitch of voice

G. Body language - Movements or positions of the face and body which convey a message to an observer. Example: A yawn may indicate tiredness or boredom

H. Oral - Using the spoken word

II. Purpose of communication

A. To exchange information, ideas, and feelings

B. To learn about people as individuals and to discover their special needs

C. To accomplish tasks for which the worker is responsible on the job

D. To learn about our environment - the people, places, and things around us

(NOTE: Verbal and written words are the tools we use to communicate, but tone of voice, facial expressions and body movements or positions also are part of the message we broadcast.)

III. Types of communication

A. One way - Involves amessage from the sender to which the receiver(s) makes no response directly back to the sender; may be either oral or written

1. Oral communication when it involves only one person, is used in sending messages, instructions or directions through different types of media. In this instance, the people receiving the message do not have the opportunity to communicate with the sender. The messages are often broken down into steps. Examples: Dictaphone, public address system

2. Written communication is very important since oral communication cannot always be used and most verbal communication, especially in business, must be recorded by some type of written correspondence. Written communication either gives initial information about some problem or project or follows up a verbal conversation concerning some type or business. This information should be studied thoroughly. Written communication includes the following types of correspondence, among others:

   a. Letters, both business and personal

   b. Memos

   c. Invoices

   d. Purchase orders

   e. Newsletters

   f. Reports

B. Two way - Involves a message from the sender to which the receiver responds directly back to the sender. Two-way communication may be oral or written, provided there is a clear exchange of information and not merely a giving of information with no response.

C. Indirect - Involves sending a message through several people; the message is directed to a particular individual or group of individuals. This type of communication sending often has a distorting effect on information and can best be interpreted if a person develops skill in using this procedure. Examples: The office "grapevine;" "Tell Mary to ask John to write Mr. Jones a letter about this."

D. Non-verbal - Communication without the use of words, either oral or written. Non-verbal communications are signals that increase understanding between individuals. These consist of tone of voice, facial expressions, or other body movements and may be either conscious or unconscious.

   (NOTE: Whenever we speak to someone, we send both verbal messages 'what we say' and non-verbal messages 'how we say it'. To send clear and accurate messages, we need both good verbal and non-verbal skills.)

IV. Suggestions for improving self-expression

   A. Know what you are going to say before you say it. Clarify your ideas.

SUBJECT: AFJROTC LEVEL: High School

TOPIC: Air Force, Community Relations and Educational Opportunities

GOAL: Familiarize the student with the goals and accomplishments of the Air Force Domestic Action Program, activities of the Social Actions Program, and the Community College of the Air Force - the reasons for its creation and its accomplishments.

STUDENT OBJECTIVE: The student should show concern for the Social Action Program, the problems it has to deal with and recognize the benefits of the Community College of the Air Force.

ACTIVITIES	RESOURCE
The student will: 1. listen to a short introductory lecture by the instructor. 2. divide into buzz groups to discuss relations with the external community - the high school and the city, and the internal community of AFJROTC itself, and search out ways to improve these relations. 3. listen to a resource speaker who will brief the cadets on their role in the Domestic Action Program. 4. go on a field trip to the local AFROTC unit to allow exchange of ideas between junior and senior cadets. 5. role play an interview (simulation). 6. conduct research to see what local bases are doing in the areas of community relations and education.	Films: AFN 31 Air Force Now SFP 2096 Black Man AFIF 177 Trip to Where Films (FAA): FA-01-71 Brother FA-06-7 How to Succeed Without Really Flying FA-102 A Traveler Meets Air Traffic Control FA-701 The Inspectors

EVALUATION:

The student will, in a verbal presentation, list the goals of the Domestic Action Program, outline the accomplishments of the Domestic Action Program, and relate some of the benefits of the Community College of the Air Force.

SUBJECT: AFJROTC LEVEL: High School

TOPIC: Career Opportunities in Aerospace

GOAL: Enumerate five jobs of rated and non-rated Air Force officers and study job opportunities in the civilian sector of the aerospace industry.

STUDENT OBJECTIVE: Identify six job opportunities in the aerospace industry, describe the jobs of rated Air Force officers, describe five non-rated officer jobs and describe six enlisted jobs related to aviation and non-flying.

ACTIVITIES	RESOURCE
The student will: 1. listen to a resource person, civilian or military, discuss how his/her job fits into the aerospace community. 2. take part in a teaching interview with a counselor. He/she should explain the tools he/she uses to help people determine what jobs they are suited for. 3. discuss with a manager from a local business, the qualities an employer looks for in job applicants. 4. report on the availability of jobs to their age group. 5. go on a field trip to a local airport. 6. following viewing of films and other resources used, through class discussion, (a) identify six job opportunities in the aerospace industry, (b) describe the jobs of rated Air Force officers, (c) describe five non-rated officer jobs, and (d) describe six enlisted jobs related to aviation and non-flying.	Filmstrip: "Aviation-Where Career Opportunities are Bright" Films: "The Inspectors" "SYS Engineer" SFP 1241 "Nurse" SFP 1451 "Doctor" SFP 1894 "Primed for Defense" "Brother" "How to Succeed Without Really Flying" "A Traveler Meets Air Traffic Control" Local Airport

EVALUATION:

Describe the jobs of rated and non-rated Air Force officers, and six enlisted careers related to aviation and six non-flying careers.

SUBJECT: AFJROTC LEVEL: High School

TOPIC: Air Bases

GOAL: Familiarize the student with career opportunities in the aviation/aerospace industry, the Air Force base as the center of the Air Force community and the community relations of the Air Force.

STUDENT OBJECTIVE: The student will recall at least three changes in aircraft development which had corresponding effects on air base development; outline the functional activities of air bases; identify two examples of new types of Air Force ground installations which did not exist before the development of nuclear weapons and space vehicles.

ACTIVITIES	RESOURCE
The student will: 1. construct a base model on a work table. Use tapes to represent runways and roads, blocks of wood or plastic for buildings. 2. obtain a base master plan from Little Rock Air Force Base and compare it to criteria discussed in text. 3. take part in a teaching interview with a city planner and a base master planner. 4. determine the "primary mission" of the local community. What industries are providing major jobs? How does this "primary mission' define the community and affect the planning for the town? 5. compare base planning with planning in your local community. Research the function of zoning by attending a zoning session in your city. Report to the class on local zoning laws. 6. gather information (research) to answer the question "What bases or installations have been developed since World War II?" 7. compare Army post planning to Navy or Air Force base planning. 8. plan a town including its primary mission (industry, agriculture, etc.) and determine how it could be laid out. Research on the "planned cities" of Columbia, MD and Reston, VA might be of some assistance. Explore differences necessitated by the town's function, whether it is urban, suburban, or rural. Is it a farming town, mill town, or a college town?	Films: (Base Film Library) "Operation Turnkey, TUY HOA Air Base Construction" "The Story of an Air Base" "Air Base Master Planning - For a Better Environment" " The Air Force Story-The Beginning" "Tomorrow Will Not Wait-Air, Water and Land Conservation"

EVALUATION:
The student will complete the following as evaluative criteria: define the Little Rock Air Force Base's primary mission, outline the functional activities of LRAFB, match types of World War II equipment and nuclear/space age equipment and recognize a well designed Air Force Base (LRAFB).

SUBJECT: AFJROTC LEVEL: High School

TOPIC: The Base-Center of the Air Force Community

GOAL: Examine career opportunities in the aviation/aerospace industry, the Air Force Base at the center of the Air Force community and the community relations of the Air Force.

STUDENT OBJECTIVE: The student should collect information on air bases throughout the world, become familiar with the functions of an Air Force base in support of its primary mission, know how the world-wide distribution of Air Force bases support our defense strategy, and discuss community services provided by Air Force bases to their personnel.

ACTIVITIES	RESOURCE
The student will: 1. role play the parts of a base commander and his/her staff holding a staff meeting. Decide on a problem which has to be resolved, and show how each staff member contributes to the solution. 2. invite a local base commander and mayor, or their representatives to participate in a teaching interview. 3. give one minute oral presentations comparing a base function to a similar function of city government. 4. obtain ASVA 55-1, the map of "USAF Active Major Installations." Update the map and explore the question of base closings. Discuss resistance to base closings. 5. report on the organization of the local city council or town government and compare it to a base commander's staff. 6. take a field trip to an Air Force base. 7. compare the support mission of Air Force bases (support flying and fighting) to the support missions of Army posts and Navy bases (land and naval fighting). How would base requirements and functions differ with these missions? 8. write to an overseas AFJROTC unit for information on bases in their area. 9. using the May 1973 issue of Air Force magazine as a guide, make maps of overseas bases.	Films: "The Story of an Air Force Base" "We Saw It Happen" "Aerospace Industry" Chart: AVAS 55-1

EVALUATION: The student will identify five functions of an Air Force base in support of its primary mission, describe how the world-wide distribution of Air Force bases supports our national defense strategy, recall the missions of representative Air Force bases in the United States, and recognize five community services provided by Air Force bases.

SUBJECT: Occupational Home Economics LEVEL: High School

TOPIC: Career Awareness

GOAL: Introduce the potential cooperative student to the challenge and importance of Home Economics and the variety of job opportunities available to him/her in Home Economics.

STUDENT OBJECTIVE: The student will be aware of jobs and careers concerned with strengthening individual and family life through applied arts and science.

ACTIVITIES	RESOURCE
The student will: 1. use audio visual form with open-ended sentences as pre-test: a. I would define home economics as... b. I can prepare myself for a future career in home economics by... c. Personal qualifications needed by a home economist are... d. Home economics is called the "people profession" becuase... e. My goals, values, and interests could be satisfied through a career oriented to people's needs by... f. In these areas, I feel that I could start work and get on-the-job training that will enable me to advance up the career ladder... g. Men can make important contributions to home economics related careers as... h. I can get more information concerning home economics-related careers from... 2. Study Career Ladders and Lattices in Home Economics and Related Areas: Possibilities for Upgrading Employment. 3. View filmstrips: "Jobs For You: Its Happening in Home Economics," and "The People Profession: Careers in Home Economics." 4. Complete post-test (open-ended sentences a-h, Activity 1).	Career Ladders and Lattices in Home Economics and Related Areas: Possibilities for Upgrading Employment, American Home Economics Association Filmstrips: "Jobs For You: Its Happening in Home Economics" "The People Profession: Careers in Home Economics" Pre-test/Post-test

EVALUATION:

The student will recognize the home economists as the men and women actively involved with the critical issues of our times as these issues affect the primary unit of our society, the family.

SUBJECT: Occupational Home Economics LEVEL: High School

TOPIC: Employability Skills

GOAL: Develop in the student, social and communication skills appropriate for career placement and adjustment.

STUDENT OBJECTIVE: The student will develop an awareness of total communication and its importance by learning the correct procedure for making introductions, remembering names, and attentive listening in social/career situations, as well as the obstacles to total communication.

ACTIVITIES	RESOURCE
The student will: 1. listen to the first section of the tape "Remembering Names," and discuss the importance of remembering a person's name. 2. give reasons as to why businesses want employees who meet the public to acquire the skill of remembering names. 3. list and discuss four guidelines for remembering an individual's name: a. Repeat the name when you are introduced. b. Have the person spell it for you if you do not understand it. c. Use the name during the conversation. d. Associate the name and person with something familiar. 4. discuss what he/she would do if he/she forgot someone's name: a. Do not ignore the person. Be friendly even though you may be embarassed. b. If you cannot remember the name, try to remember something about the person. c. Listen carefully. Possibly the name will come up during the conversation so that you will not have to admit that you have forgotten it. d. If all else fails, graciously admit that you have forgotten the name. Do not make a big issue of it; simply go on with the conversation. 5. discuss rules for making introductions: a. Introduce a man to a woman. b. Introduce a younger person to an older person. c. Introduce a person with less authority to a person with more authority regardless of sex. d. Introduce a lesser known personality to a better known one. e. Introduce	Tape: "Remembering Names" Communication Skills for Succeeding in the World of Work, McKnight Publishing Company.

EVALUATION:

Evaluate through practice, observation, discussion, role play, open-ended sentences, written tests, and job performance

ACTIVITIES	RESOURCE
a layman to a clergyman using the title. f. Introduce two people of the same age and status in whichever order you wish. g. Introduce your parents to another person. h. If you must introduce yourself, give name and some information. 6. role-play introductions in specific situations. 7. discuss sensitive listening, and analyze verbal/nonverbal messages. 8. define and discuss total communication as the understanding of another's ideas, feelings, needs and the sincerity of both people. 9. list and discuss barriers or obstacles to sensitive listening: a. People let their feelings about the speaker interfere with their ability to listen. b. People hear only what they want to hear. c. People are not totally honest and open with each other. d. People's understanding is sometimes limited by their experience. 10. listen to other tapes in the McKnight Communication Skills series.	

SUBJECT: Occupational Home Economics LEVEL: High School

TOPIC: Appreciations and Attitudes

GOAL: Encourage small children to make discoveries about themselves, their friends, and to develop healthy, realistic attributes about themselves, friends and their world.

STUDENT OBJECTIVE: Child care students will learn how to help small children form positive self-concepts, solve problems, gain information, learn skills and relate to other people effectively.

ACTIVITIES	RESOURCE
The student will:	
1. study the teacher's guide and other components of My Friends and Me.	My Friends and Me, American Guide Service
2. practice activities in Friends with peers role-playing responses of children.	Friends
3. review and evaluate the purpose and methods of presentation.	Caring For Children, Bennett Career Book
4. choose activities to be shared with the children after sufficient observation of children in their learning environment.	
5. consider the aspects addressed by the eight cluster themes below: personal identity, social identity, emotional identity, physical identity, intellectual and creative identity, social skills and understandings, cooperation, consideration for others, ownership and sharing, dependence and help.	
6. assemble material for presentations: dolls, magnetic board, magnetic characters, geometric shapes, story books and pictures.	
7. interact with children through the presentation of activities: (a) Tell children where to gather. (b) Play song "Come Together" from Friends. (c) Use dolls to introduce many activities. One of the dolls might "whisper" a message into the teacher's ear, and the teacher/student would relate to the children what the doll has said. (d) Stories should appear to be told, rather than read. (e) Draw on board to illustrate the message of the activity. (f) Encourage children to participate in activities through response to questions,	

EVALUATION:
The child care student's interaction with the small child, working, playing, listening and his/her sharing those experiences with classmates will be the determining factors.

ACTIVITIES	RESOURCE
learning words to songs and chants, pantomime. The teacher models the action before expecting the children to follow. (g) Expand activities by sending "Family Activities" home with children. (h) Continue reinforcement and review of concepts on following days with children. 8. share with each other their experiences, after interaction with the children. 9. use child development concepts from the textbook to plan additional experiences for the children.	

SUBJECT: Occupational Home Economics LEVEL: High School

TOPIC: Self-Awareness

GOAL: The student should realize the importance of self-esteem and a personal value system.

STUDENT OBJECTIVE: The student will learn the meanings of ten top values of other vocational cooperative education students and clarify values as he/she sees relationships to decisions and behavior.

ACTIVITIES	RESOURCE
The student will: 1. study the importance of values in Chapter 6 of the textbook, Succeeding in the World of Work. 2. answer 100 questions on Value Appraisal Scale, pp 85-88. 3. plot scores on Profile Scale, pp 90-91. 4. use value terms displayed on the bulletin board for group indicators of top values, divide into groups with common values to reason, and question appraisal results. 5. view Values and Goals transparency. Discuss behavior and value indicators. 6. consider careers that need people with certain committed values. 7. report on Chapter 14, Work: Pathway to Independence. 8. pursue values, goals, self-awareness, self-identity through discussion, observation, research and analysis.	Textbook: Succeeding in the World of Work Value Appraisal Scale Transparency: Values and Goals, 3M Company

EVALUATION:

The student will recognize the implications of values to his/her desired lifestyle and career choices.

SUBJECT: Art LEVEL: 7-12

TOPIC: Art and You

GOAL: Emphasize art's importance to society and the many art related careers prevalent in our society.

STUDENT OBJECTIVE: To understand clearly how he/she is affected by art and that different art careers require different interests, training and values.

ACTIVITIES	RESOURCE
The student will: 1. bring album covers to class and discuss the work involved in producing the album covers. 2. using the enclosed format, list the people involved in making an album cover. 3. complete research on the illustrator or company responsible for producing an album cover he/she likes. 4. design an album cover. What things must one consider when designing an album cover? 5. gather information on artists who design album covers on a part-time basis. 6. listen to a guest speaker - a local record shop owner, discuss how the cover of an album affects its sale. 7. discuss patents, how to draw up and present designs. 8. listen to an inventor (resource person). (Complete enclosed form.) 9. write the U.S. Patent Office for information on how it protects inventors. 10. study famous inventors. 11. view slides on Leonardo da Vinci. 12. design and construct a new container for a take-out pizza or hamburger. Find out who is involved in this process.	Encyclopedia of Careers and Vocational Guidance, Vol. I, Hopke A Handbook of Jobs, SRA A Guide of Professional Careers Filmstrips: "Exploring Careers" "Careers in Fashion Design" "What Do You Like To Do?" "American Man's Work" "Careers in Fine Arts" Slides: Leonardo da Vinci

EVALUATION:

Discussion - Activities 1-7; Completed forms - Activities 2,6,8; Projects - Activities 4,12; Reports - Activities 3,5,9,10; Quiz - Activities 10,11.

OBSERVATION

Date_____Time_____

Name_____

Occupation_____

Worker uses:

hands_____

eyes_____

feet_____

Worker involved with:

people_____

things_____

ideas_____

Work is indoors_____outdoors_____

Is work dangerous?_____

Equipment and tools used:

_____

_____

_____

Attitude toward job:

_____

_____

Physical demands:

lift heavy things_____

lift light things_____

lift very little_____

walk a great deal_____

walk a little_____

Uniform or special dress required

yes_____no_____

describe_____

_____

OTHER OBSERVANCES

_____

_____

_____

_____

INTERVIEW

Date_____Time_____

Where do you work?_____

_____

How do you get to work?_____

Do you need tools for your job?____

What kinds?_____

_____

What kind of training do you need for your job?

college_____years_____

high school_____

special_____explain_____

_____

Do you use cars, trucks, planes, buses, tractors, other kinds of wheels in your work?_____

_____

What would you like to change about your work?_____

_____

_____

What are your working hours?_____

How many days a week?_____

Did you begin at this job or at some other position and work your way up?_____

Can you go higher?_____

YOUR QUESTIONS

_____

_____

_____

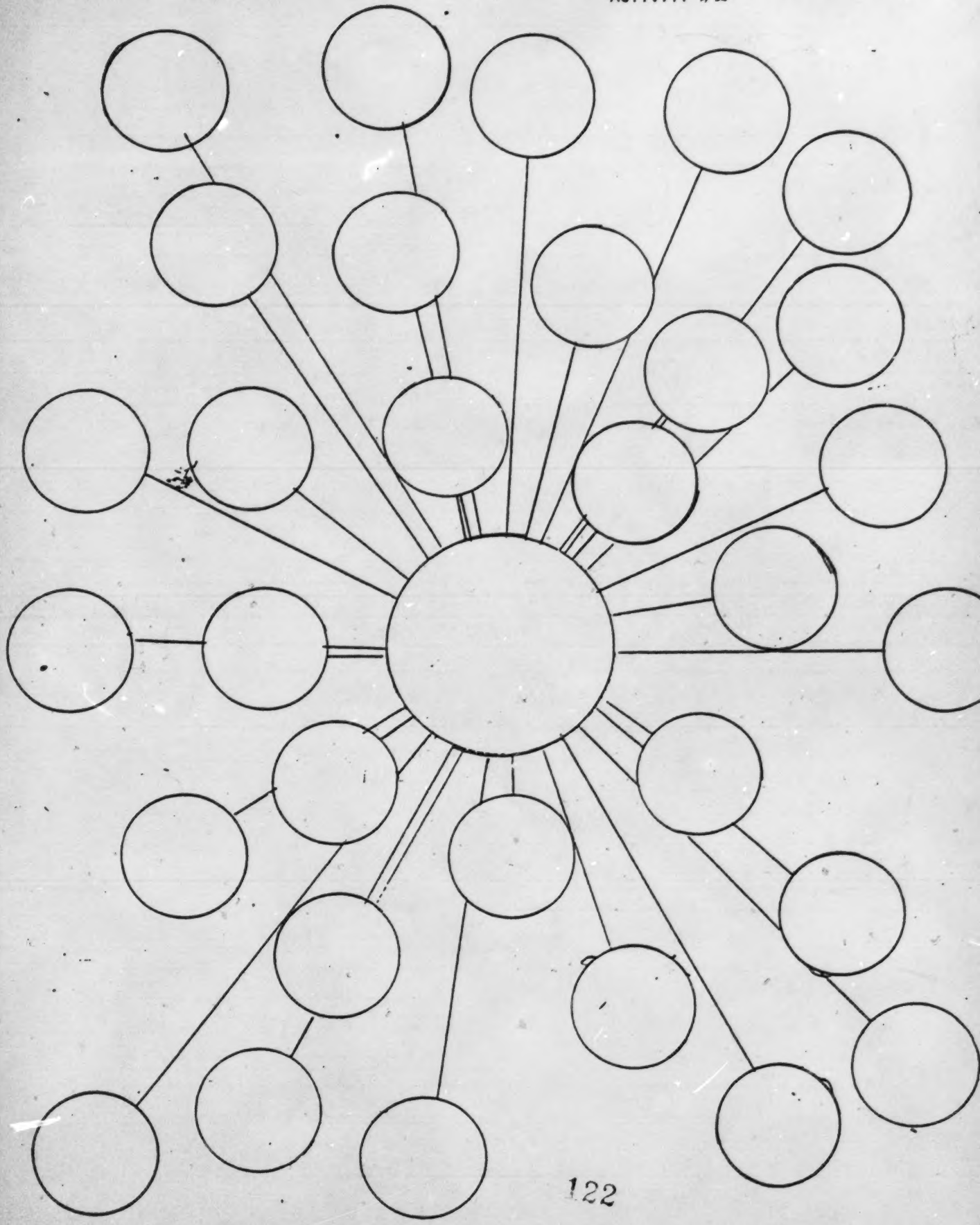
_____

_____

_____

_____

This was adapted from the 1972 Career Education Resource Guide.



SUBJECT: Art LEVEL: 7-12

TOPIC: Introduction to Careers in Art

GOAL: Enable students to become thoroughly familiar with the wide range of art careers available to males and females.

STUDENT OBJECTIVE: To apply oneself to acquiring knowledge of the many art related careers, the qualifications for some of those careers and identify art related jobs in the student's area of interest.

ACTIVITIES	RESOURCE
The student will: 1. brainstorm about titles of art careers they are familiar with. 2. using the yellow pages of the telephone book and local newspapers, discuss art related careers in his/her area. 3. write to newspapers from other cities for complimentary copies of their newspapers. Compare the want ads. 4. read want ads and list the qualifications for art related jobs. 5. write an ad or make up a brochure about yourself. Include information that would be important to do a certain job. 6. choose a career you are interested in and research it to see how it relates to art. How does art affect it? 7. make a collage about art related careers or careers in general. 8. cut out or draw characters you would find holding certain jobs (see handout). Discuss characters and stereotypes. 9. go to a construction site and sketch all aspects. Take a tape recorder and camera, tape noises and take pictures. On returning, complete work and discuss how art affects this occupation.	Encyclopedia of Careers and Vocational Guidance, Vol 1, Hopke Handbook of Job Facts, SRA A Guide to Professional Careers, Duckatt Filmstrips: "Exploring Careers" "Careers in Fashion Design" "What Do You Like to Do?" Cassettes: "American Man's Work" "Careers in Fine Arts" Magazines: Career World

EVALUATION: Completed interview and brainstorms - Activities 8,12,14; Discussion, Activities 2,8,9,11; Projects, Activities 5,7,8,9,4; Reports, Activities 6,16; Quiz - Vocabulary, discussion.

ACTIVITIES	RESOURCE
10. interview community workers. Complete form (attached) 11. invite a public relations person from a large company to speak and answer questions about how art affects his/her business. 12. interview some of the following workers: male librarian, lady weight lifter, male florist, female construction worker, female police officer, male teacher (use enclosed form). 13. build a resource file on parents. 14. identify a completed object and have students research the occupations necessary to make the finished product. 15. dress as a worker in a specific occupation and report on that occupation. 16. play recordings of job activities and have students identify the jobs - hammering, sewing, jack hammer, etc.	

CAREERS FOR ACTIVITY 8

(Cut out or draw)

Teacher
Ballet Dancer
Musician
Waitress/Waiter
Attorney
Dressmaker
Salesperson
Animal Trainer
Artist
Photographer
Nurse
Police Officer
Counselor
Cowboy
Bronc Rider
Truck Driver
Bartender
Comedienne
Illustrator
Forest Ranger
Singer
Beautician
Florist
Carpenter
Coach
Reporter
Model
Conductor
Scientist
Chef
Ski Instructor
Firefighter
Mover
Sailor
Artist
Boxer
Wrestler
Factory Worker
Travel Agent
Flight Attendant
Delivery Person
Minister
Secretary
Librarian
Baker
Life Guard
Realtor
Auctioneer
Professional Athlete
House Painter
Usher
Farmer
Magician
Barber
Lumberjack

ACTIVITY # 12

OBSERVATION

Date_____Time_____

Name_____

Occupation_____

Worker uses:

hands_____

eyes_____

feet_____

Worker involved with:

people_____

things_____

ideas_____

Work is indoors_____outdoors_____

Is work dangerous?_____

Equipment and tools used:

_____

_____

_____

Attitude toward job:

_____

_____

Physical demands:

lift heavy things_____

lift light things_____

lift very little_____

walk a great deal_____

walk a little_____

Uniform or special dress required

yes_____no_____

describe_____

_____

OTHER OBSERVANCES

_____

_____

_____

_____

INTERVIEW

Date_____Time_____

Where do you work?_____

_____

How do you get to work?_____

Do you need tools for your job?____

What kinds?_____

_____

What kind of training do you need for your job?

college_____years_____

high school_____

special_____explain_____

_____

Do you use cars, trucks, planes, buses, tractors, other kinds of wheels in your work?_____

_____

What would you like to change about your work?_____

_____

_____

What are your working hours?_____

How many days a week?_____

Did you begin at this job or at some other position and work your way up?_____

Can you go higher?_____

YOUR QUESTIONS

_____

_____

_____

_____

_____

_____

_____

This was adapted from the 1972 Career Education Resource Guide.

SUBJECT: Art LEVEL: 7-12

TOPIC: Museums

GOAL: To bring to the student's attention the many people and careers involved in operating an art museum and the levels of responsibility associated with those careers.

STUDENT OBJECTIVE: To make the student conversant with the availability of art related jobs in an art center/museum, other than artists and to examine the reasons people pursue careers.

ACTIVITIES	RESOURCE
The student will:	
1. become familiar with museum/art center employees by completing research on jobs available in these areas.	Filmstrip
	Magazine:
2. take a field trip to an art museum.	Career World
3. interview, press conference style, museum personnel.	Jobs in Art, SRA
4. write to the Smithsonian Institute for information on careers associated with the Institute.	
5. plan an art show, designating various jobs. Each student should compile research information on his/her designated career.	
6. complete one piece of art work for the show and find the best way of displaying it.	
7. design a brochure for an art center or museum.	
8. complete job study forms on the museum staff.	
9. locate information on other types of museums and design floor plans for a museum of their choosing- fully staffed.	
10. listen to a museum guard or custodian discuss how art works are cared for, stored and repaired.	
11. keep a file of speakers and interviews.	

EVALUATION:

Completed interview forms - Activities 3,10,11 - Report, Activity 1 - Projects, Activities 5,6,7,9 - Art Museum, Activity 8

ACTIVITIES #3, #10, #11

OBSERVATION

Date_____Time_____

Name_____

Occupation_____

Worker uses:

hands_____

eyes_____

feet_____

Worker involved with:

people_____

things_____

ideas_____

Work is indoors_____outdoors_____

Is work dangerous?_____

Equipment and tools used:

_____

_____

_____

Attitude toward job:

_____

_____

Physical demands:

lift heavy things_____

lift light things_____

lift very little_____

walk a great deal_____

walk a little_____

Uniform or special dress required

yes_____no_____

describe_____

_____

OTHER OBSERVANCES

_____

_____

_____

_____

INTERVIEW

Date_____Time_____

Where do you work?_____

_____

How do you get to work?_____

Do you need tools for your job?____

What kinds?_____

_____

What kind of training do you need for your job?

college_____years_____

high school_____

special_____explain_____

_____

Do you use cars, trucks, planes, buses, tractors, other kinds of wheels in your work?_____

_____

What would you like to change about your work?_____

_____

_____

What are your working hours?_____

How many days a week?_____

Did you begin at this job or at some other position and work your way up?_____

Can you go higher?_____

YOUR QUESTIONS

_____

_____

_____

_____

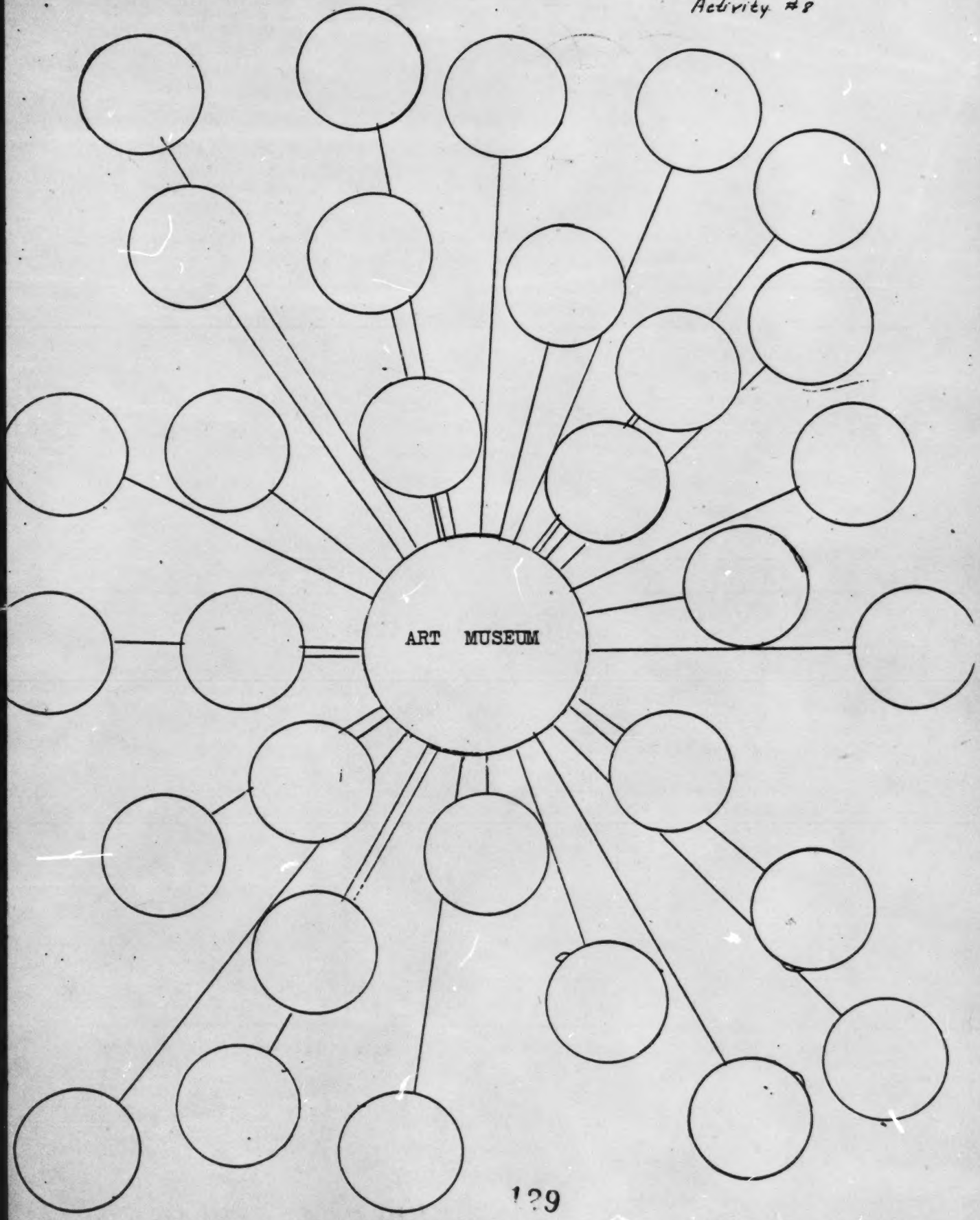
_____

_____

_____

This was adapted from the 1972 Career Education Resource Guide.

Activity #8



SUBJECT: Art LEVEL: 7-12

TOPIC: Careers in Crafts

GOAL: To help the student show how some careers have changed to meet the demands of a changing world, and that one's leisure interests could lead to an interesting career, since people by demanding certain goods often create jobs.

STUDENT OBJECTIVE: Participate in discussions of the variety of careers in crafts, and to ascertain why it is necessary to have employability skills as well as expertise in a chosen craft or hobby.

ACTIVITIES	RESOURCE
The student will: 1. complete a project in one of four craft areas: (a) fiber weaving, (b) carving, (c) jewelry, (d) paper sculpture. 2. select one artist, and in a research paper describe his/her craft. 3. describe the process of differentation (evolvement) of the craft selected in #2. 4. set up a display showing the evolution of the craft described in #'s 2 and 3. 5. listen, observe and complete information/observation forms for the following resource people: weaver, wood carver, seamstress, jeweler. 6. make a list of jobs and hobbies of family members and friends. Compare the two (jobs-hobbies) for similarities and differences. 7. participate in one of two small group activities: (1) set up an Indian village, show Indians performing daily tasks. (2) Set up a small scale household or farm in operation. Draw comparisons.	

EVALUATION: Discussions - Activities 3,9,11; Projects - 1,4,10; Interview Forms - 5-8; Quiz - Craft terms.